

WELCOME FROM MR HOBSON

Dear Parents/Carers

It is with great pleasure that I look forward to welcoming our new intake of students in September.

Our school motto is '*Omnia vinces perseverando*', which means 'Perseverance overcomes all things'. It certainly reflects the experience of bringing our new school into being, but it also embodies the ethos of what we aim to achieve – inspiring our students to strive for success with a can-do attitude and determination.

In our first year we – the students, staff, governors and parents – have created and live by the Swanage School Way. At its core it comes down to treating others as you would want others to treat you – with respect. We are a happy school with relationships at our heart. Every child is known and valued for who they are. Our teachers deliver inspiring lessons and the students enjoy their learning and work hard.

We have written this Parents' Welcome Pack, which we hope provides the details you need, such as uniform and school timings, as well as information about the things that will make The Swanage School so special, such as 'Good Books', 'Learning Logs' and 'authentic assessment'.

If you could spare a few minutes to acquaint yourself with the contents of this pack and complete and return the accompanying forms, we would very much appreciate it.

With my best wishes



Tristram Hobson
Headteacher



Mr Hobson attending a recent Downing Street reception to celebrate excellence in education



ASSESSMENT FOR LEARNING – THE KEY TO SUCCESS

Assessment helps students, their families and the school to know whether each student's learning is on track. At The Swanage School we use personal target setting. Each student decides – in consultation with teachers and parents – what his or her target level is to be for each term in each subject. The target is either a National Curriculum level (see the explanation overleaf) or GCSE grade, which is set at a challenging but realistic level.

The progress of each student is assessed continuously and in various ways...

FORMATIVE ASSESSMENT – WHAT DO WE NEED TO LEARN?

The purpose of formative assessment is to inform students, teacher and parents of the student's level of understanding and so be able to focus learning/teaching/support accordingly.

- Teachers need to know the level of each student's understanding so they can then move their learning forward.
- Students need to reflect on what they do and don't understand to enable them to take ownership of their learning and be active in challenging themselves.



At The Swanage School formative assessment is an integral part of every lesson.

What does this look like in class?

- Spoken answers – the teacher identifies a student to ask rather than asking the class to raise their hands. The teacher will then use open questions such as 'What makes you think that?' 'How did you get to that answer?' 'So how does that compare to...?'
- Tests and quizzes – to be effective in formative assessment these are short and regular
- Written answers – using individual whiteboards or tablets
- Involving students in deciding how and why their work should be assessed
- Asking students to evaluate their own work and reflect on their learning – students use red pens to do this
- Getting students to assess the work of fellow students

LEARNING CONVERSATIONS – HOW YOU CAN HELP WITH FORMATIVE ASSESSMENT AT HOME

At The Swanage School we believe a child's parents/carers are an integral part of the learning process. We encourage parents to have regular 'learning conversations' with their son or daughter.

This is not a 'nag', where a parent chases up homework and so on. Rather it is a chance for your child to explain what they have learned and experienced during the school day. It might be that they explain a concept to you or an idea they had during a lesson.

For instance, you might ask:

'So tell me about your favourite lesson/activity today... What was enjoyable about it?'

'What did you learn from it?'

'I've not heard of that, can you explain it to me?'

'That's interesting, tell me some more...'

'Tell me about something you found difficult (and why). Can we work it out together?'

'Let's read what you put in your learning log...'

Marking students' work

Teacher assessment is marked in green pen and is often in addition to self-assessment or peer assessment. Students are made aware of the criteria to achieve certain levels or grades so they can monitor their own progress.



Key Stage 3 (Years 7, 8 and 9)

Where appropriate, work will be given a National Curriculum level (see column, right). At The Swanage School we expect students to progress at least two sub-levels every year.

Key Stage 4 (Years 10 and 11)

Where appropriate, work will be given a GCSE grade. These are currently graded A* to G. At The Swanage School we expect students with level 4 in Key Stage 2 SATs to achieve at least C grade in their GCSEs. Students with level 5 in Key Stage 2 SATs should achieve A/A* grades.

SUMMATIVE ASSESSMENT – WHAT HAVE WE LEARNED SO FAR?

Here the student, teacher and parent receive a benchmark of achievement. All students will be formally assessed every term – for example with an end-of-unit test, a grade for a piece of project work or the results of a mock exam.

Formal mock exams will take place prior to all external exams, either in the hall or in classrooms.

The purpose is to monitor the progress and attainment your child is making.

AUTHENTIC ASSESSMENT – GOING BEYOND TESTS TO SHOW REAL UNDERSTANDING

At the Swanage School we ask families to become actively engaged in the assessment process. At regular intervals – for example at the end of a unit of work – parents and families are invited to come into school and be guided through the children's work. This may take the form of student presentations, exhibitions, media created and produced by the students, debates, performances and practical demonstrations.

Parents and family members are encouraged to use assessment criteria to help judge the students' work. This process enables parents to be involved with their son/daughter's learning and help both parents and students develop a deeper understanding of the learning and assessment process

National Curriculum levels

These are used to measure a student's progress in Key Stages 1, 2 and 3. After that, exam results are the primary measure.

There are eight National Curriculum levels, covering the ages 5-14 years. The lowest is Level 1, which describes the achievements of children at around age five. The highest is Level 8, which is attained by the most able pupils at age 14. (There can also be exceptional performance above Level 8).

Each level, 1-8, is divided into three sub-levels, C-A:

- C** the student has started to work at the level
- B** the student is working well within the level
- A** the student has reached the top of the level and is working towards the next

On average, students are expected to progress two whole levels every three years (or 2 sub-levels per year). But all students are different and their rates of progress will vary from year to year.

The majority of students (around 75 per cent) will start secondary school having achieved level 4 in Year 6 (the expected level for 11 year olds). Those below this level will require extra help.

By the end of Year 9 the majority of students are expected to have reached Level 6, with the most able reaching Level 7 and 8. Generally speaking, students who achieve level 4 in their Year 6 SATs are expected to get at least grade C at GCSE.

CALENDAR

We have a flexible curriculum that develops with the needs of individuals and so the school calendar is constantly being updated. The calendar is published on the school website and can be synchronised with personal calendars on a phone or home PC – please ensure that you refer to it on a regular basis.

CANTEEN

Our canteen staff prepare an excellent two-course lunch every day, cooked using fresh ingredients in our own kitchen. Where possible we source food locally and there is always a vegetarian option.

We discuss menu choices with parents and students and ensure that all meals are tasty and healthy. Over half of all students have school dinners.

The price of a main course followed by pudding or fruit is £2.50. Students do not need to bring money to school – parents transfer money into their child's account using 'Parent Pay'.

Students are expected to eat in the main hall and are not allowed to eat in classrooms or corridors.

CHALLENGE DAYS

These are days when the school timetable is collapsed and provide opportunities for learning within and beyond the classroom. They might be:

- Whole-school events, such as Sports Day, a sponsored walk, or a service for the



community. After the Philippines Typhoon in November 2013, we had a whole-school Challenge day investigating the consequences of the disaster. That night the whole school slept out in a church hall with no light or heat, to replicate what might happen if a storm struck here.

- Year group events. These might be linked to the curriculum, for example a local history investigation at Tynham or Studland, or a maths or science investigation, or a visit to a gallery in London. Or these might be to develop a PSHEE (personal, social, health or enterprise education) project such as alcohol awareness, a drama production or business activities.
- House events, such as intra-House team building and inter-House challenges, conservation work etc.

Challenge Days sometimes involve 'expert witnesses', who might be local, national or international figures. If you would like to get involved in any of the Challenge Days, please contact the school.

The programme is published on our website. This includes

equipment that will be needed (eg non-uniform, waterproof jacket, packed lunch etc).

CHALLENGE WEEKS

To develop deeper learning and enable exciting experiences we have two Challenge Weeks every year. These take place in the week before the February half-term holiday and at the end of the academic year in July. We offer a range of residential trips in the UK and abroad, as well as week-long investigations in and around school. Details of forthcoming Challenge Weeks are published on the website.

EMERGENCY CLOSURES

Sometimes the school has to close (the most common reason is snow, but it could be for any unforeseen cause). If possible, the decision to close the school will be made before 7am. In which case:

- Parents will be emailed
- It will be on the website
- Heart FM will be notified

Sometimes a school has to close during the day. We will only close if there is a health/safety risk. If a decision to close is made during the day:

- If appropriate, children will be evacuated
- Parents will be emailed and asked to collect/give permission for son/daughter to make their way home
- Children will be given permission to phone home and oral confirmation to a member of staff of permission to leave will be accepted

EQUIPMENT LIST

Students should come prepared to learn every lesson. Most importantly this means arriving in the right state of mind for learning – being ready to work hard. It also means having the right equipment.

Every student must have:

- Black pen
- Red pen for self-assessment
- Pencil
- Coloured pencils
- Highlighters (red/pink, yellow and green)
- Ruler
- Protractor
- Calculator with trigonometric functions
- English Dictionary/Thesaurus (combination or separate are both acceptable)

- Collins 'Easy Learning' French dictionary (Year 8 students can learn Spanish as well)
- A reading book for private reading

Optional things that come in handy:

- Glue (eg Pritt Stick)
- Scissors (safety scissors only please)
- Pair of compasses

Please ensure all equipment is clearly labelled with the student's full name.



EXTRACURRICULAR ACTIVITIES

Taking part in extra-curricular activities is an important part of being a student at The Swanage School. The aim is offer students the opportunity to be inspired by something that might stay with them for the rest of their lives.

Extra-curricular activities run after school every day except Friday. The school day officially ends at 3.20pm, but most students are expected to stay on. We have a 10-minute break for everyone to catch their breath and then clubs run from 3.30pm to 4.30pm.

We usually offer at least four clubs each day and they include sports, arts, science, drama and music. Some clubs may run for half a term, while others will run for the whole academic year – details will be posted on the school website.

The Duke of Edinburgh Award scheme will run for students in Year 10 onwards.

Towards the end of each half term we run a 'freshers' fair' where students sign up to the clubs they wish to attend after the break. A full list of clubs will be available at our induction days, where new students will be able to sign up.

The extra-curricular programme could not run without the help of community volunteers. If you would like to help with a club, or run your own, we would very much welcome your support.

GOOD BOOKS

Good Books are unique to The Swanage School, and reflects the principle that

GETTING INVOLVED IN THE SCHOOL

We aim for the school to be at the heart of the community. There are many ways parents and members of the local community can get involved:

- Join the Parent Teacher Association, who meet monthly, usually the last Wednesday of each month. More details on the website and The Swanage School PTA Facebook page.
- Become a parent governor. Parents form the core of the Governing Body. Governor terms last for four years. When a term is complete there is an election. If you would like to become a parent governor, please contact the school.
- Run an after-school club – if you have a hobby/sport/interest and want to inspire the students we'd love you to run a club. We can't pay for your time, but can buy resources/equipment. This would require a commitment for at least half a term.
- Mentoring – this involves working with individuals or small groups of students on a one-off or regular basis helping them with their learning/organisation/reading etc.
- Every so often we collapse the school timetable and run a range of Challenge Days (see section). If you would like to help, or even lead a Challenge Day, we'd love to hear from you.
- We hold assemblies frequently through the week and would like these to be as inspiring as possible. If you'd like to speak to the whole-school or a particular group, do please ask.
- We are looking for appropriate partnerships where our students can serve their local community. All ideas welcome.
- We are planning to have a garden. If you could help plan, create and maintain a working garden then please get in touch.

There are endless ways to get involved. How will you help?

relationships lie at the heart of learning. All staff and students will have a 'virtual' (electronic) Good Book, which is exactly what it sounds like. It is a record of the positive impact that each of us has on others. It might be a good deed or a few kind words. It could be something very big or very small, but it is definitely something good.

For example, if John helps find Ben's locker key, or Cathy encourages a friend, or Joe volunteers for a litter-pick, or Becky in Year 9 helps a Year 7 student with her reading, this

could all be recorded in their Good Books.

The record could be a note of thanks, a nomination for The Swanage School Way Award, a photo, a letter from a parent or visitor to the school etc. When students are awarded House Points this is also put into their good book.

Anyone is able to add to anyone else's Good Book – children, parents, teachers, friends... The only rule is that you can't enter things into your own Good Book. It is recognition of the appreciation of others.



HOME-SCHOOL CONTRACT

Please sign and return the copy of the Home-School Contract that came with this pack.
By signing you agree that:

- You understand that the full school day runs from 8.30am until 3.20pm, and you give permission for your child to remain at school later for the purpose of attending after-school activities
- You confirm that you give consent for school representatives to discuss how best to meet the needs of your child with professionals from external agencies.
- You give consent for the school and its representatives to photograph or record your child

And that as a parent you will:

- See that your child attends school regularly, on time, correctly dressed and properly equipped
- Attend parents' evenings and discussions about your child's progress
- Support your child in the learning they are expected to do at home, including ensuring that it is completed on time
- Support your child in other opportunities for learning outside school

In return, The Swanage School promises to:

- Promote high standards of work and behaviour, and provide clear guidelines for parents, carers and students
- Encourage all aspects of your child's development: intellectual, physical, creative, emotional, moral and spiritual
- Provide experiences during and beyond the school day that will challenge and excite your child as they prepare for adult life
- Enable academic success to be balanced by opportunities to shine in sports, the arts, community service and other areas

and use such media in school literature, including the school website

- You give permission for your child to leave the school grounds under the care of the school to undertake non-hazardous activities to support his/her learning. This might include a short journey by minibus
- You understand that the school will not authorise holiday leave for students unless for exceptional circumstances (see DfE guidance)

- Make the school aware of any medical conditions, concerns or problems that might affect your child's behaviour or ability to learn
- Support the school's policies and guidelines for behaviour and encourage your child to do the same
- Get to know about the life of the school and the range of learning experiences that are offered to your child

- Help ensure that the decisions your child makes for the future will be well judged and make the most of his/her skills and interests
- Keep you well informed about school matters in general and your child's progress in particular
- Help you to help your child make the most of his/her time at school
- Keep your child safe and promote his/her wellbeing
- Be open and welcoming and offer opportunities for you to become involved in the life of the school

HOME LEARNING

Home learning is a vital skill. It provides experience of working independently, where students plan their own time and become self-reliant. It also equips them for exam preparation, further education and the world of work.

There are three main aspects of home learning:

- Consolidation of class-work (eg complete questions based on what was learnt in Maths)
- Preparation for future learning (eg find out three facts about a topic before learning about it more fully in class)
- Independent project (eg create a working app)

Students will be set home learning tasks every day. Some tasks will be quite short, such as learning vocabulary, some will be extended project work. We do not set guide times because everyone works at a different pace. We just ask that students do their best.

We encourage parents to be actively involved with home learning but it is not the parents' work. Parents should draw answers from their son/daughter by using open questioning. If none of you know, you can learn together! This is the ideal situation for having learning conversations (see the assessment section).

HOUSE SYSTEM

There are four Houses in The Swanage School, Challenger, Endeavour, Halsewell and Victory, each led by a head of house. The House system provides students with an



opportunity to become involved in a wide range of activities including fundraising for charities, inter-House debates and sporting competition.

Students are allocated to one of the four Houses when they start at The Swanage School and remain in their Houses for the duration of their time at school.

All students are encouraged to play an active part in their Houses. Students are given the opportunity to develop leadership and teamwork skills in a variety of ways, from leading sports teams to arranging and managing major inter-House events.

We actively encourage students to use their own initiative in devising new activities and challenges to maintain the Houses as a flourishing part of school life.

House Points are awarded by school staff to reward students for effort, diligence or simply showing consideration to others. These are given in the form of a 'House Point chitty', which the student then gives to their Head of House in exchange for a House Point token, which they then deposit in the House Point tubes in the main hall.

INDUCTION DAYS

For students joining at the start of Year 7, we have a 'transition

day' in July, with a tour of the building, ice-breakers and team challenges, then the first day of term will involve sessions with the House captains, Head of House and subject teachers. An important part of the induction process is for students to understand 'The Swanage School Way'. Students also undertake a series of base-line tests.

For students joining us in other years, or during the year, we have a comprehensive two-day induction programme culminating in a presentation to the Headteacher.

MONEY

Generally students should only bring enough money for lunch/snacks into school. In the new school building we will have a cashless system where parents can deposit money via the school website.

We aim to have a vibrant curriculum with many trips out of school. Most of these will be local and free of charge but some will incur a cost. If a charge is to be made you will be contacted in writing.

Students in receipt of free school meals will generally be offered a subsidy for these activities. Parents who are financially disadvantaged can contact the school Bursar to request a subsidy for activities, which will be given depending on circumstances.

MUSIC LESSONS

In addition to the music curriculum (one lesson per week), students can select from a range of instrumental and vocal tuition. Music lessons are either one-to-one or in small groups and are provided by independent peripatetic music teachers.

Payment for lessons is made via the school and rates vary. If you would like your son/daughter to have music tuition, please contact the school.

There are also opportunities for students to take part in a range of music clubs, for example choir, band from scratch, music technology, as well as the opportunity to take part in concerts and shows throughout the year.

PARENT PORTAL & REPORTING

The parent portal is an online system, available through the school website, where parents can log in and access information about their child. Each student's formal assessments are recorded and uploaded to the portal at the end of each term, together with an attitude to learning score (4 = excellent, 3 = good, 2 = coasting, 1 = poor). Any ongoing concerns are also recorded.

As part of the process, parents are encouraged to have a 'Learning Conversation' (see the Assessment for Learning section).

While the parent portal provides a summary of learning, at The Swanage School parents are also contacted regularly by email



and phone to discuss learning, progress and emotional wellbeing. Equally, parents are encouraged to contact the school to discuss anything that might be on their mind. Staff are best contacted by email initially, and we are happy to arrange meetings or phone calls as appropriate.

Parents will be invited into school periodically – please see 'Authentic Assessment' in the assessment section.

An important part of this process is the review of each student's targets, where students, parents and teachers review progress and then decide on a target grade or level for the forthcoming term for each subject.

We prize the ongoing dialogue between teachers and

parents, so we do not write lengthy annual reports which are out of date before they are received. Instead we produce a summary report for parents once a term.

PLANNERS

Every student receives a school planner, which has a number of purposes:

- To organise and record homework, including deadlines and ticks on completion
- To evaluate the learning that has taken place

Parents and teachers monitor the planner and engage in regular 'learning conversations' with the

PROJECT BASED LEARNING

In Years 7 and 8, students learn through an integrated curriculum approach. Instead of each subject being taught in isolation, the curriculum is designed to reflect how subjects work naturally together. We try to do this in a practical way, making learning interesting but also meaningful in the real world.



For example, within the 'Adventure' project there is an eight-lesson topic called 'The first person to...'

Lessons 1-3 explore the lives of famous explorers. Students carry out research, then prepare and deliver presentations. This covers themes from Geography and History as well as embedding literacy tasks, such as autobiographical writing.

- In lessons 4-6 students compare the challenges that Scott, Columbus and Cook encountered on their adventures and make storyboards, drawing out similarities such as animal attacks and disease, and differences such as landscape.

- The project will be complemented by a project Challenge Day (see Challenge Days section) where students write and then film a 'movie trailer' on location, based on their research.

- Lessons 7 and 8 investigate surviving in extreme landscapes, studying real life survival stories. They also analyse statistical data for the climates in Australia and the Antarctic.

Finally, students investigate and debate the ethics and impact of early exploration and colonisation on indigenous peoples.



of the community have a say in shaping the school.

All students have the opportunity to have their voices heard through the school council, which is elected by the student body. In addition, student groups will work on specific areas of school improvement. These change and develop over time.

SPORT FIXTURES

The Home-School agreement includes consent for students to take part in off-site, non-hazardous activities during the school day. If a sports fixture is planned to take place within the normal school day consent will not be sought. However if a fixture is due to finish after the end of the normal school day parent consent will be sought.

A full programme of fixtures is published on the school website. The support of parents, other relatives and friends is always warmly appreciated at every fixture.

children to ensure their progress is on track.

The Learning Log is a personal reflection of learning incorporated into the Planner. Students are encouraged to reflect on their learning throughout the course of the week. Parents are encouraged to read these reflections and look at their learning in their exercise books.

SAFEGUARDING

The children's safety and welfare is of paramount importance. Details regarding

the school's safeguarding can be found in the Safeguarding policy available on the school website.

If you have any concerns regarding the safety or welfare of the children, please contact the designated child protection officer Jenny Maraspin, or Headteacher Tristram Hobson at school.

SCHOOL COUNCIL

The school council is not only a mechanism for students to have a say in the running of the school, it is also a reflection of its culture – that all members

SUPPORTING STUDENTS

The Swanage School prides itself that relationships are at the heart of the school. It is fundamental to the ethos of the school that every child is known and valued.

We understand that every child has individual needs and that those needs vary from day to day depending on what else is going on in their lives.

With this in mind, we have a support structure to provide children with the care and nurture they need. Each child is a member of a small tutor group (around 15 students) from across the year groups.

The tutor acts as both advocate and mentor. Typically the tutor will support students through the majority of life's ups and downs. Sometimes, however, the tutor or the student themselves might want to refer themselves to the support team.

The in-house support team consists of a range of expertise, including:

- Head of House
- Special Educational Needs Co-ordinator
- Teaching assistants
- School nurse
- Adult mentors
- Youth workers
- Child protection officer (Jenny Maraspin)

Additional external professionals are brought into school, or are referred to, via the Common Assessment Framework as appropriate.

SEND

Some students will have specific educational needs and

THE SWANAGE SCHOOL WAY

Our students learn resilience – the understanding that to succeed we must try things, learn from any failure or mistakes, and persevere. This key skill will set our students on course for a life full of ambition, confidence and success. It is summed up in our motto, *Omnia vinces perseverando* which means 'Perseverance overcomes all things'.

When the school was launched in September 2013, the first intake of students worked together to determine 'The Swanage School Way'.

At the Swanage School we:

Respect each other and treat others as we would like to be treated

Help members of the wider community

Strive for academic excellence

Take pride in our appearance

Do the best we can

WE TRY, WE FAIL, WE LEARN, WE SUCCEED

disabilities. Those students and their parents will be invited to have regular meetings with the SEND coordinator Clare Stockley and their tutor.

Individual education plans will be drawn up in negotiation with the student, their parent(s)/carer and their teachers and these are reviewed frequently.

For more information regarding Special Education Needs and Disability, please see the SEND policy on the school website.

TRAVEL TO AND FROM SCHOOL

Students are encouraged to travel to school under their own steam, rather than being driven. There are covered cycle racks on site.

Students who walk to school may wear trainers en route but must change into school shoes immediately upon arrival.

Students cycling to school must wear a cycle helmet and obey the highway code at all times. The school runs 'bikeability' courses for those cycling to school.

Students scooting to school must show care and consideration for other pavement users and always give way to pedestrians.

Students who are driven to school must be dropped off safely, away from the marked yellow zig-zags. It is illegal to stop on these, even for a short period. Children with mobility difficulties may be dropped off in the school car park.

During September the school carries out a travel to school survey as part of our 'travel plan'.

Students who live further than three miles from the school and for whom The Swanage School is the closest secondary school are entitled to free travel (from Dorset County Council). If you think

you are eligible for free bus travel but have not received your bus pass, then please contact the school.

TRIPS AND VISITS

Visits out of school are an integral part of the learning process at The Swanage School, rather than a 'bolt-on'. Most trips are non-hazardous and local which have no cost to parents, such as a visit to Durlston Country Park or the beach. Parental consent for these out of school activities is given in the home school agreement and will not be sought each time.

Full details of visits which are potentially hazardous or take place outside of the school day, including residentials, will be distributed well in advance and parental consent will be sought. Some trips will inevitably incur costs (see 'Money' section).

All visits are fully risk assessed and comply with health and safety guidance.

TUTOR TIME

The Swanage School operates a vertical tutor group system in line with 'human scale education' principles. Vertical tutor groups are made up of all year groups which enable relationships to be forged across the school rather than just in year groups creating a real sense of school community. Tutor groups register every morning and every afternoon together.

Morning registration is 10 minutes long and allows students to welcome and be



welcomed as well as having time to prepare for the day. An important part of this preparation for the day is a time for personal reflection.

Afternoon tutor time is 30 minutes long. This time is used for whole school assemblies, house assemblies, inter-House competitions, time for reflection, peer mentoring etc.

WORK EXPERIENCE

In recent years many schools have stopped their work experience programmes due to lack of funds. At The Swanage School work experience will be an integral part of the learning experience.

Students will undertake work experience locally and will also have opportunities to undertake work experience further afield. Work experience takes place at the end of Year 10.

For instance, in addition to the work experience block of time, students will have the opportunity to undertake vocational training in the hospitality industry with local members of the Hospitality Association as part of the extra-curricular programme after school. The aim is to equip students with the skills to work in the hospitality industry – perhaps as a summer job while in further education or as a career.

SCHOOL UNIFORM

At The Swanage School we have set a culture of high standards and this is reflected in our uniform. The Headteacher and Governors believe it is important that our students have a strong identity with their school and wear their uniform with pride, promoting good behaviour while at school and in the wider community. Uniform is also considered to create cohesion and good relations between students – relationships being a central part of the ethos of the school.

The uniform supplier, Sportswear International, is part of a fairtrade initiative (ethically sourced and managed through the supply chain), providing an online/direct to school or parent service to keep costs down.

The Swanage School reserves the right to ask for shoes or items of uniform to



be changed if they do not conform to guidelines, with discretion reserved where a student has a reasonable excuse, such as a medical condition.

Students on free school meals or with difficult financial circumstances may receive financial support with the uniform at the discretion of the Governing Body.

Second-hand uniform will be sold at the school when available.

GIRLS UNIFORM

From official supplier:

- Grey suit jacket with school logo
- Grey suit trousers OR skirt
- Grey slipover jumper with blue stripe on neckline

To be purchased elsewhere:

- Grey/black/natural tights
- Grey/black/white socks
- White blouse with reverse collar and no tie OR plain white shirt with school tie
- Plain black school shoes

SPORTS KIT FOR ALL

From official supplier:

- Navy/sky polo top
- Navy/white trim shorts/skirt
- Navy/sky reversible rugby top
- Blue Coolmax sports socks

May be purchased elsewhere:

- Athletic lace-up trainers suitable for use on indoor and outdoor surfaces (no 'fashion' trainers/pumps/high-tops)
- Studded footwear for use on grass (moulded studs rather than metal/plastic are recommended)
- Black/navy waterproof top for inclement weather
- Swimming goggles, swimming costume/trunks and towel for water polo/swimming/life-saving activities
- Gum shield for use in hockey/rugby/roller derby/Gaelic sports etc
- Shinpads for use in hockey/football/Gaelic sports
- Hair bands for any student with long hair
- Water bottle

BOYS UNIFORM

From official supplier:

- Grey suit jacket with school logo
- Grey suit trousers
- Grey slipover jumper with blue stripe on neckline
- School tie

To be purchased elsewhere:

- White shirt (short-sleeved shirts acceptable in summer)
- Grey/black socks
- Plain black school shoes

OPTIONAL SPORTS KIT

Equipment for all sports activities will be provided as required; however students may wish to purchase the following items, particularly if they are looking to represent the school in team games:

- Navy tracksuit trousers
- Metal/plastic studded footwear for those wishing to represent the school in hockey/rugby/football
- Cricket box/abdomen protector

OFFICIAL SUPPLIER

The uniform must be purchased from our official uniform supplier only – Sportswear International (www.swi.co.uk) – alternatives will not be accepted. A range of items in different sizes is held at The Swanage School for fitting before ordering, if required, but there is also a fitting guide on the Sportswear International website.



Suit jackets

Jackets must be worn at all times in school unless otherwise specified by a member of staff. Jackets may be taken off in lessons.

Ties

Ties must be worn correctly – top button done up and tie up to the collar.

Shoes

Sensible, smart, plain black shoes with a maximum heel height of one inch. No trainers or canvas shoes. Students can wear trainers/boots to travel to school but must change into shoes.

Socks and tights

Bare legs or trainer-style socks hidden inside shoes

are not acceptable. Socks must be ankle length or to the knee. Girls can wear plain tights as an alternative.

Outer coats

Students are encouraged to wear sensible weatherproof coats in inclement weather. They must be plain and any logo must be small. Cotton hoodies are not acceptable.

Bags

Books must be carried to and from school in a suitable rainproof bag – one that is able to carry A4 size folders.

Name labels

ALL uniform items/bags/coats/shoes should be clearly named.

Earrings/jewellery

Small studs in the ear lobe (no more than one in each ear) are allowed. Students are not permitted to wear other jewellery, except for items mandated by a religion.

Make-up

In Key Stage 3, students are not allowed to wear make-up. In Key Stage Four, if worn, make-up must be subtle. Nail varnish must not be worn.

Hair

Hair colour must be natural/one colour. Extreme fashion hairstyles will not be acceptable. Hair longer than shoulder length should be tied back in some situations for safety reasons.

CONTACTING THE SCHOOL

For all general enquiries, or to report an illness:

Phone 01929 500599

Email office@theswanageschool.co.uk

For enquiries about your child's learning, email his/her tutor:

aaronbrown@theswanageschool.co.uk

stephcatling@theswanageschool.co.uk

saraheveritt@theswanageschool.co.uk

torifarren@theswanageschool.co.uk

lisagray@theswanageschool.co.uk

danharris@theswanageschool.co.uk

zoeholland@theswanageschool.co.uk

stephumby@theswanageschool.co.uk

audreylang@theswanageschool.co.uk

juliewilliams@theswanageschool.co.uk

Other contacts:

Headteacher Tristram Hobson:

tristramhobson@theswanageschool.co.uk

Deputy Headteacher Jenny Maraspin:

jennymaraspin@theswanageschool.co.uk

SENCo Clare Stockley:

clarestockley@theswanageschool.co.uk

Contact details are also available through the school website.

TERM DATES 2014-2015

2 September is the first day of term for Year 7 students

3 September is the first day for all other students.

2 Sep 2014	Year 7 students start school
3 Sep 2014	Years 8-10 return to school.
10 Oct 2014	Staff training – students not in school
24 Oct 2014	Last day of the half term
3 Nov 2014	Return to school.
19 Dec 2014	Last day of term – school ends at 1.30pm
5 Jan 2015	First day of spring term
13 Feb 2015	Last day of the half term.
23 Feb 2015	Return to school.
27 Mar 2015	Last day of term – school ends at 1.30pm
13 Apr 2015	First day of summer term
4 May 2015	Bank Holiday – school is closed
22 May 2015	Last day of the half term
1 Jun 2015	Return to school
17 Jul 2015	Last day of term – school ends at 1.30pm

VISITING THE SCHOOL

We welcome all parents to The Swanage School, and there are many opportunities throughout the year to visit the school for formal events such as Authentic Assessment evenings (see the Assessment section), shows and concerts.

In September and October we will have scheduled tours where parents of prospective students can come and see the school in operation.

If you want to visit the school at any other time you are very welcome, but please phone the school beforehand on 01929 500599 to arrange the best time as the school is a busy place.

All visitors to the school must report to reception at the front of the school, where you will be welcomed and given a visitor badge.

TIMING OF THE SCHOOL DAY

The school is open Monday to Friday from 8.15am until 5pm for students unless activities or events are taking place.

8.30	Registration
8.40	Lesson 1
9.40	Lesson 2
10.40	Break
11.00	Lesson 3
12.00	Lesson 4
13.00	Lunch
13.50	Tutor time
14.20	Lesson 5
15.20	Break
15.30	Optional
–	extra-curricular
16.30	activities