

Including
Covid-19
updates

CONTENTS

- 2 Welcome
- 3 Parent & staff pledge
- 4 Safeguarding & wellbeing
 - Timings of the day
 - Calendar
 - Induction days
 - Travel to and from school
- 5 The Swanage School Way
 - Money
 - Canteen
- 6 The Curriculum
 - Project-based learning
 - CSAs (home learning)
- 7 Planners
 - Assessment for learning
- 8 Marking students' work
 - Showcase of
 - Learning evening
 - Parent portal
- 9 Supporting students
 - Relationships
 - SEND
 - House system
- 10 School Council
 - Tutor time
 - Student leadership
- 11 Beyond the classroom
 - Challenge days
 - Clubs
 - Music lessons
- 12 Performing arts
 - Trips and visits
 - Sport fixtures
 - Work experience
- 13 Equipment checklist
- 14 School uniform
- 16 Emergency closures
 - Visiting the school
 - Contacting the school

WELCOME FROM THE STAFF

Dear Parents/Carers

It is with great pleasure that I look forward to welcoming all our students in September. Especially our new intake. I am so proud to be headteacher of this amazing school.

Our motto is 'Omnia vinces perseverando', which means perseverance overcomes all things. This motto embodies the ethos of what we aim to achieve – inspiring our students to strive for success with a can-do attitude and determination.

Since opening, 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 hope this Parents' Welcome Pack provides the details you need, such as uniform and school timings, as well as information about the things that make the school so special. If you could spare a few minutes to acquaint yourself with the contents of this pack, we would very much appreciate it.

With my best wishes

Jenny Maraspin, Headteacher



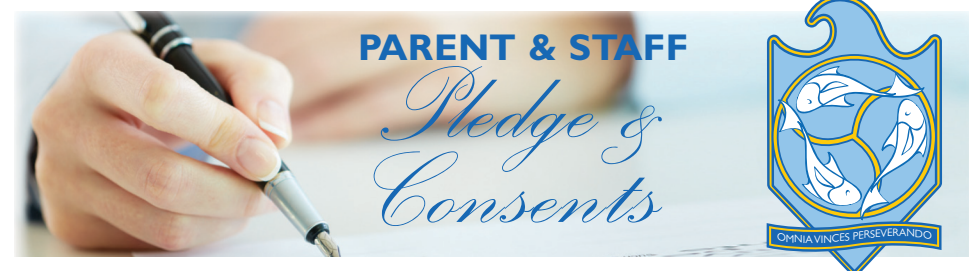
HELLO FROM THE GOVERNORS

A huge welcome on behalf of the Governing Body. As well as ensuring that the school delivers a fantastic education, our overarching aim is that the local community should benefit from having an excellent secondary school right here in the town.

Relationships are at the heart of the school and they have never been more important than during the Covid-19 crisis. We are so proud of the way our staff and our students worked to adapt to circumstances, not only embracing home learning and making sure that everyone was as safe as possible on return, but also reaching out to support the wider community, such as with PPE face masks or home-cooked meals. They really exemplified The Swanage School Way. That said, it's been great to have everyone back post-lockdown, and to see teaching and learning shine in the classroom again.

We look forward to welcoming your son or daughter to The Swanage School. Here's to a safe, inspiring and enjoyable year ahead.

Tim Marcus, Chair of Governors



At The Swanage School we promise to give your child an excellent education, developing their academic and creative talents, as well as helping them to look after their physical and emotional wellbeing. Our students are encouraged to be ambitious, resourceful and responsible, and to work well with others, setting them up for success in further education and their future careers. We want your child to be happy and fulfilled at school, and leave well equipped for the challenges that adult life will bring and with the best set of GCSE results possible.

But we can only do this with your help. This is why we ask you to sign a pledge to work with us to ensure that your child has the best chance of success. By signing you agree to support the school in its aims and work with staff to encourage a great attitude to learning and to tackle issues as they arise.

My support: I will attend meetings and parent evenings so that I can better understand my child's learning and the aims of the school. I will read the information the school sends me and respond promptly to any requests. I know that I can contact the school or arrange a visit to discuss any questions/issues rather than worry about them at home. I understand that the school welcomes any support I can offer, such as helping with after-school clubs or the Parent Teacher Friends Association or providing work experience placements and links with local organisations.

Attendance: I will make sure my child attends school EVERY day from 8.30am sharp to 3.20pm and give permission for them to attend after-school clubs and activities.

Absence: I understand that missing school can have a serious effect on my child's achievement and disrupts the learning of classmates as they catch up. I accept that holidays in term time will not be authorised. I must inform the school as soon as possible if my child cannot attend school because of exceptional circumstances.

Attitude: I will encourage my child to work hard and enjoy learning. I support the school's policies and guidelines for behaviour and, if requested, will come into school to discuss any issues, working together to resolve them. If required, I give permission for the school to keep my child after school for detention.

Home learning: I will monitor any home learning that is set and support my child in the learning they are expected to do at home, including ensuring that it is completed on time.

Home life: I will ensure my child has enough space and time to study effectively at home. I will make sure he or she is getting enough rest, discouraging the over-use of phones, computers, game consoles and TV, which can disrupt sleep. I understand that a healthy diet and exercise can help improve a child's mood, concentration and behaviour.

Uniform and equipment: Each morning I will ensure that my child wears the correct uniform and is appropriately dressed, and has all the sports kit, stationery and other school equipment necessary for that day's work. I know that mobile phones and other gadgets are banned from use during the school day and may be confiscated if misused.

Welfare: I will make the school aware of any medical conditions or concerns that might affect my child's behaviour or ability to learn effectively. If there is a significant welfare concern, I give permission for representatives of the school to discuss this concern with other relevant professional agencies.

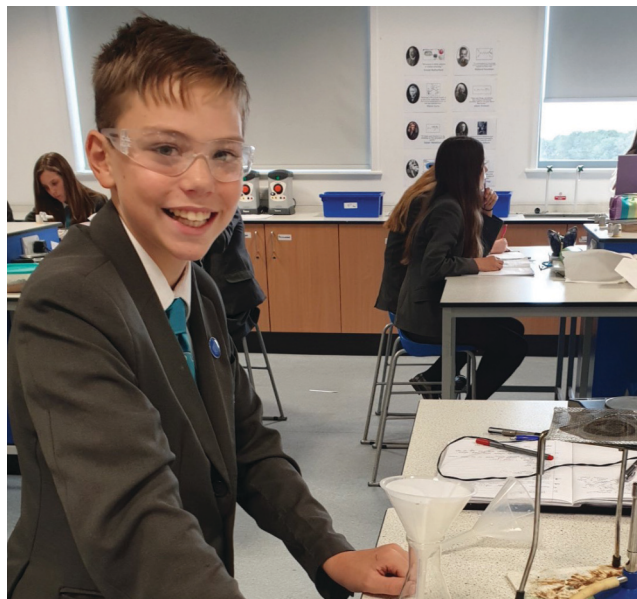
Outings: I give permission for my child to leave the school grounds under the care of the school to undertake activities to support his/her learning. This might include a journey by minibus.

***Biometric consent:** I understand that my child will need to have their thumb-print scanned for use with school security systems (access doors) and ParentPay (cashless payment system).

***Media consent:** I allow the school or invited media organisations to take photos or video recordings of my child and to use these in school literature and promotion, including the school website, prospectus, newsletter and social media pages.

*A consent form will be provided along with a copy of the Pledge for signing

NEED TO KNOW



SAFEGUARDING & WELLBEING

The children's safety and welfare are of paramount importance. We have a comprehensive safeguarding team at school at all times. Details regarding the school's safeguarding can be found in the Child Protection Policy available on our website.

If you have any concerns regarding the safety or welfare of the children, please contact the Designated Safeguarding Lead or one of the deputies. Further information can again be found on the school Website.

Covid update: There is a strong focus on mental health and wellbeing for all students. We have a dedicated Covid mental health page on our website with supporting links.

Our dedicated Safeguarding & Welfare Officer (and Designated Safeguarding Lead) is Mandy Sands (pictured). She has an open door policy for students who wish to discuss their welfare or wellbeing.



THE SCHOOL DAY

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	End of school day
15.30	After-school clubs

CALENDAR

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.

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 and/or be a Challenge Day. 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 induction programme culminating in a presentation to the Headteacher.

Covid update: Unfortunately Transition Day in 2021 has had to be cancelled as a result of Covid guidelines.

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.

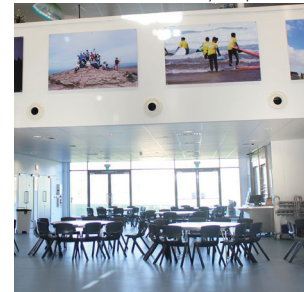
Students who are driven to school must be dropped off safely, away from the marked yellow zig-zags. It is illegal to stop on these, even for a short period. Dropping off or picking up in the school car park is strictly forbidden. Children with mobility difficulties may be dropped off in the school car park with prior consent. These parents will be issued with a pass.

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

MONEY

Generally students should not bring money into school. We have a cashless system where parents deposit money to 'Parent Pay' via the school website.

We aim to have a vibrant curriculum with many trips out



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!

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 usually be offered a subsidy for these activities. Parents who are financially disadvantaged can contact the school Business Manager to request a subsidy, which will be given depending on circumstances.

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 is £2.50; pasta, sandwiches, baguettes, desserts and fruit are also available. 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 normally allowed to eat in classrooms or corridors.

Covid update: During Covid restrictions, students have eaten outside and some have eaten in classrooms in wet breaks. Whether these arrangements continue will depend on guidance over the coming year.

THE CURRICULUM

Students study a strong, broad and balanced curriculum with option choices being made towards the end of Y9.

The curriculum structure

The curriculum is split into three main strands: core, optional subjects and extracurricular.

1) The core or compulsory curriculum

All students follow GCSEs in Maths, English, Core Science, Additional Science and PRE (Philosophy and Religious Education). All students are required to follow one (or more) subjects from:

- French
- Geography
- History
- Computer Science
- Separate Sciences

In addition, students have PE lessons throughout their time at The Swanage School.

2) Option subjects

Students will study all of these subjects up to the end of Y9 then they will choose two subjects from: Art & Design, Computer Science, Design Technology, Drama, Food &



Nutrition, French, Geography, History, Music and PE.

3) Extracurricular programme

These are the clubs that take place after school. These usually include opportunities to study other languages as well as taking part in a range of other activities. In KS4, as students progress towards their GCSE exams, they will be expected to attend additional classes after school to focus on controlled assessments and revision.

PROJECT-BASED LEARNING

During Y7 and Y8 students will study humanities subjects through a Project Based Learning (PBL) approach. This course is delivered by the Humanities teachers and it combines different elements of History, Geography and PRE.

Our aim is to ease transition

from Year 6 and to then offer an exciting and current curriculum to our Year 7 and 8 students that combines many key skills, learning styles and interesting topics.

Students have 12 one-hour lessons over our two-week timetable and spend time exploring and discovering the educational significance of many of our local historical and geographical landmarks.

CSAs

CSAs stands for Curriculum Support Activities, because we don't want learning to be divided between the classroom and the home; young people can learn everywhere and anywhere and the work we set, to support the learning in the classroom, could take place on the beach!

Home learning is nonetheless still an important part of CSAs and an important part of students working independently, organising their

own time and becoming self-reliant.

There are four key principles to CSAs:

- Consolidation of class work (eg completing questions on what was learnt in lesson)
- Preparation for future learning (eg research tasks, reading, finding facts)
- Independent project (eg extended research, reading logs)
- Recall and retention of past learning (eg French verbs learnt the previous term)

We are committed to getting the balance right when

it comes to CSAs, to ensure that the quality of learning is good but that students don't feel overwhelmed. We will guide students as to how long we want them to spend on a task so that we can ensure that CSAs are manageable.

CSAs will be set much of the time on Microsoft Teams, an online platform that allows us to provide interactive resources and the ability for students to submit completed work online. Students also have access to SharePoint which, as the name suggests, allows us to share all our resources and support material with our students.

PLANNERS

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

- To organise and record CSA, including deadlines and ticks on completion; it acts as a useful reminder to look on Teams
- To evaluate the learning that has taken place

Parents and teachers monitor the planner and can engage in regular 'learning conversations' with the children to ensure their progress is on track.

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 our planning and assessment work hand in hand to monitor student progress. Our assessments identify core skills and knowledge and assess each student on how well they've met them. Our planning has room to respond to the needs of our students and our comprehensive mark book system also allows us to identify their individual needs and track progress.

FORMATIVE ASSESSMENT

What do we need to learn?

The purpose of formative assessment is to inform students, teachers and parents of the student's level of

understanding to ensure that we can focus learning/teaching/support accordingly.

Our planning clearly identifies what students need to know on their learning journey with us and our assessment, in all its forms, is designed to check the level of understanding and learning.

What does formative assessment look like in the classroom?

- 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 mini 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 their classmates – students use purple pens to do this
- Assessment conversations in work books, with teachers asking questions using a green pen and students answering in red

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.

ASSESSMENT FRAMEWORK

Formal assessments are accompanied by an assessment framework. This identifies clearly what is expected for a student to achieve a certain grade. This is a very transparent approach and allows students (and parents) to understand fully what is expected of them and how to do well.

Students in Y9-Y11 are graded on the 9-1 GCSE scale in all formal assessments.

KS3 students are assessed using statements against core objectives.

As parents, you can help by asking your child about their Assessments.

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 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.

SHOWCASE OF LEARNING EVENING

At The Swanage School we ask families to become actively engaged in the assessment process. 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.

PARENT PORTAL

The parent portal (Arbor) is an online system, available through the school website

("Links" page), 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 (excellent, good, requires improvement, serious concern). Any ongoing concerns are also recorded.

CREATE AN ARBOR ACCOUNT

Follow the link to Arbor from our website:

www.theswanageschool.co.uk/parent-links

Follow the instructions shown to create an account. We recommend that each parent creates a separate account. Once you've created an account, you might want to download the Arbor App to make it easier to access and manage your account.

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 'Showcase of Learning Evening' in the assessment section.

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.

SUPPORTING STUDENTS

RELATIONSHIPS

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 16 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
- SEND Coordinator (SENCo)
- Safeguarding Lead
- Deputy Safeguarding Leads
- Big Brothers and Sisters
- Student Council
- Adult Mentors
- Youth Workers
- School Councillors
- Forest School

Additional external professionals are brought into school, or are referred to as appropriate.



SEND

We are fully committed to supporting our students with Special Educational Needs and Disabilities. Our SEND Coordinator (SENCo) liaises with primary schools to ensure that students transferring to us will be fully supported, and that all staff will be aware of their needs. We will screen all Year 7s during the first half term to identify learning needs that may have possibly been missed and to benchmark key skills, such as reading ages.

Our staff are trained in how to support students with SEND in the classroom and are excellent practitioners in Quality First Teaching. Tutors and the SENCo will be in frequent communication with parents of students who have SEND. The SENCo will be available to meet with parents of students who are on our SEND register as part of the Plan Do Review process and we will write a PIM (IEP) for students who require one.

Should you have any questions about our SEND provision, please do not hesitate to contact our SENCo and refer to the SEND policy on the school website.

Covid update: We hope face-to-face meetings will be possible at the start of this year, but will work within any guidance in place. Last year, benchmark testing was delayed while we reintegrated our students and built their confidence.

HOUSE SYSTEM

There are four Houses in the school: Challenger, Endeavour, Halsewell and Victory. We are very proud of our house system at The Swanage School. Students feel happy, safe and known. Our strong inclusive ethos and pastoral support is rooted in establishing good relationships across year groups and with members of staff as well as in class with their peer group.

Students are allocated to one of the four houses when they start. We have a vertical tutor group system. This means that in every tutor group you will have a mixture of Y7-Y10 students. Each tutor group belongs to a house and has a dedicated Head of House who looks after all students in their house group. Every year in July the tutor group will say goodbye to the Y10 students and welcome in the new Y7 students. When students start Y11 they are put in smaller academic mentoring groups which are led by senior members of staff to prepare them thoroughly for the GCSE exams.

The house system provides students with an opportunity to become involved in a wide range of activities, including fundraising for charity, inter-house debate and sporting competition. All students are encouraged to play an active part in their Houses, developing their leadership and teamwork skills.

We actively encourage students to use their own initiative in devising new activities and challenges to maintain the House 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. Each point is exchanged for token that the student deposits in the House Point tubes in the main hall.

Covid update: Last year the Heads of House became effectively Heads of Year as we were not able to run vertical tutor groups. We will revert back to Heads of House and vertical tutor groups for 2021-22 if possible, i.e. if guidance changes.

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 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.

real sense of community. Tutor groups register every morning and every afternoon together. Morning registration is 10 minutes long and allows students to be welcomed and to welcome each other, and also 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 literacy, numeracy, reflection, peer mentoring etc.

Covid update: For 2021-2022 we hope to be able to run vertical tutor groups. If guidance in place at the time means this is not sensible or possible, children will be in their year group classes for tutor time.

TUTOR TIME

The school operates a 'vertical' tutor group system. Groups are made up of students from all years, which enable relationships to be forged across the school, creating a

STUDENT LEADERSHIP

Overseen by the Heads of House, the student leadership team support all students and are positive role models for the school. There are many ways to become involved...

In every tutor group

Buddy Giving friendship and support (Y7 & Y8)
Big Brother/Big Sister Helping others and providing support for younger students (Y9 to Y11)

In every House

House Captain Leading their House and working with the Heads of House (Y10 & Y11)
Vice House Captain

Senior Prefect Run a project for school improvement
 Work with school leadership team
 Obtain a leadership qualification (Y11)

Whole school

Sports leaders Lead sporting events and activities in school and at primary schools

Subject Ambassadors Work with subject leaders to support other students in school and at primary schools

Prefects Work with the school leadership team

BEYOND THE CLASSROOM



CHALLENGE DAYS

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

■ **Whole-school events** such as Sports Day, a sponsored walk, or a service for the community. In April, we had a Challenge Day focusing on the "healthy body". Students learnt first aid, cooked healthy snacks, hiked on the South West Coast Path and Y9 completed training for a Food Hygiene Certificate.

■ **Year group events.** These might be linked to the curriculum – a local history investigation at Tyneham or Studland, a maths or science investigation, a visit to a gallery in London – or to develop a PSHEE (Personal, Social, Health and Economic Education) project such as alcohol awareness, a drama production or business activities.

■ **House events**, such as in-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 and emailed to parents. This includes any equipment that will be needed

CHALLENGE WEEKS

To develop deeper learning and enable exciting experiences we run a Challenge Week 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. There are usually around eight different options, such as:

■ White water rafting
 ■ London theatre trip
 ■ High ropes/coasteering
 ■ Masterchef
 ■ Surf camp in Cornwall
 ■ Art trip to the Eden Project

CLUBS

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

end of each half term students sign up to the clubs they wish to attend after the break.

Clubs run after school from 3.30pm to 4.30pm. We usually offer at least four clubs each day and include sports, arts, science, drama and music. Some may run for half a term, while others will run for the whole academic year – details are posted on our website. The Duke of Edinburgh Award scheme runs for students in Year 10 onward.

The extracurricular 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. Please contact the school office.

Covid update: clubs will run if it is safe to do so.

MUSIC LESSONS

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

Payment for lessons is made directly to the tutor and rates vary. If you would like your child 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 chance to take part in concerts and shows throughout the year.

PERFORMING ARTS

The school is widely recognised for its high quality productions and we provide fantastic opportunities for students with a passion for Drama and Performing Arts. We have strong links with local groups, The Mowlem Theatre and leading industry professionals. Over the last four years we have produced sell-out shows such as *Hairspray* and *Fame*, which normally involves around 80 students on and off stage – that's nearly a third of the school! We are also involved with National Connections, a national theatre competition run by The National Theatre, providing a chance to perform on a West End stage. Our staging of *Dungeness* received glowing reviews and we are excited to be part of the process again next year. We have also been collaborating with our local primary schools to offer drama workshops, which develop core skills including building confidence and resilience, teamwork skills and creative thinking – and of course they are lots of fun!



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 visits to Durlston Country Park, Old Harry Rocks, Leeson House, Studland, Lulworth Cove, Durdle Door and Corfe Castle, making use of our wonderful local area. Parental consent for these out of school activities is given in the home school agreement (Parent Pledge) and will not be sought each time.



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

Covid update: Trips will continue when possible, with all safety measures in place.

SPORT FIXTURES

The Parent Pledge 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 planned, including team sports like football, rugby, cricket, netball and basketball with cross country and athletics also planned for that personal challenge; all sports

will be across both KS3 and KS4. The support of relatives and friends is warmly appreciated at every fixture.

WORK EXPERIENCE

While many schools have stopped their work experience programmes, at The Swanage School it is an integral part of the learning experience. Students will undertake work experience locally and will also have opportunities to undertake experience further afield. Work experience takes place at the end of Year 10.

In addition, students can 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.

Covid update: We will be taking guidance from the government regarding when we can run work experience.

EQUIPMENT CHECKLIST

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:

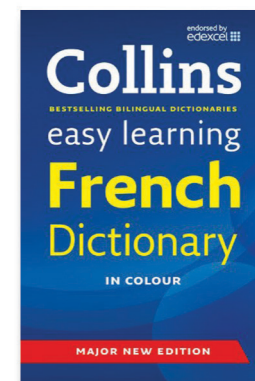
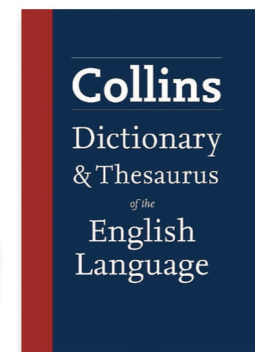
- ☐ Black pen
- ☐ Red pen for self-assessment
- ☐ Pencil
- ☐ Coloured pencils
- ☐ Highlighters (red/pink, yellow and green)
- ☐ Ruler
- ☐ Protractor
- ☐ Calculator with trigonometric functions
- ☐ English Dictionary/Thesaurus (either combined or separate is fine)
- ☐ Collins 'Easy Learning' French dictionary
- ☐ 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.

Covid update: It is particularly important at this time that students have their own equipment and we ask that parents/carers check all equipment is in their child's bag before they leave home.



SCHOOL UNIFORM

At The Swanage School we have 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 is sold at the school when available.

GIRLS' UNIFORM

From official supplier:

- Grey suit jacket with school logo
- Grey suit trousers OR skirt
- School tie (see below)

To be purchased elsewhere:

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

SPORTS KIT FOR ALL

From official supplier:

- Navy/sky polo top
- Navy/white trim shorts/skort
- School hoodie
- Blue Coolmax sports socks

May be purchased elsewhere:

- Athletic lace-up trainers suitable for use on indoor and outdoor surfaces (no 'fashion' pumps/high-tops)
- Studded footwear for use on grass (moulded studs rather than metal/plastic are recommended)
- Black/navy waterproof top for inclement weather (optional - but students are not permitted to wear coats for PE)
- Gum shield for use in hockey/rugby etc
- Shinpads for use in hockey/football etc
- Hair bands for any student with long hair
- Water bottle

BOYS' UNIFORM

From official supplier:

- Grey suit jacket with school logo
- Grey suit trousers
- 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
- Cricket box/abdomen protector

OFFICIAL SUPPLIER

Uniform must be purchased from our office supplier/s. Currently, this is Sportswear International (SWI): (www.swischoolwear.co.uk) 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 FAQ page of the Sportswear International website. We will update parents as and when additional or alternative suppliers are available.

Covid update: unfortunately we are not able to allow "trying on" at present. Please refer to the fitting guide on the SWI website.

UNIFORM GUIDANCE

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

Socks must be worn and be visible to look smart, but

should not be higher than knee length. Girls can wear natural, black or grey 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 and one colour. Extreme fashion hairstyles will not be acceptable. Hair longer than shoulder length should be tied back in some situations for safety reasons.





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

CONTACTING THE SCHOOL

For general enquiries or to report an illness
Call 01929 500599
Email office@theswanageschool.co.uk

For enquiries about your child's learning, please email his or her tutor. All email addresses are available on the school website or from the school office.

Covid update: The school will notify parents immediately should we have any confirmed cases of Covid-19 and then act on instructions from Public Health England officers.

VISITING THE SCHOOL

There are many opportunities throughout the year to visit the school for formal events, shows and concerts. In the autumn we 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.

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.

Covid update: We will be following distancing guidance.

Other contacts

Headteacher Jenny Maraspin
jennymaraspin@theswanageschool.co.uk

Deputy Headteacher Kay Lawton
kaylawton@theswanageschool.co.uk

Clerk to the Governing Body
clerk@theswanageschool.co.uk