Key Documents:

- School Development Plan

- The Review of Learning

- Appraisal of Teaching Staff

- Internal Exams Arrangements

- The structure and expectations of marking

- Literacy expectations

- Numeracy expectations

- SMSC and British Values Guide

- Staff E Safety

- School Trips and Visits

- Well Being Support

- Fire Procedure

School Development Plan

Objective One: To consolidate curriculum progress

With the impact of Covid-19 and ongoing disruption caused by this and by the ongoing development of new exam courses, this will be the main emphasis of our work.

Objective Two To ensure the pastoral support meets current need

This is an area that we would want to develop effectively not just to reflect the impact of Covid-19 but also new pastoral leadership and a recognition of the work we have been doing

Objective Three To develop the structure of learning – develop the use of skills

We continue to recognise that skills for pupils and staff are at the heart of ongoing sustained development of the school

Objective Four - The tracking process

This is an ongoing process to develop our online systems and keep them under development and review

School Development Plan

Objective One: To consolidate curriculum progress

With the impact of Covid-19 and ongoing disruption caused by this and by the ongoing development of new exam courses, this will be the main emphasis of our work.

To ensure that our curriculum is adapted to cater for gaps in learning and any changes that result from ongoing concerns about Coronavirus of consequences from it	ML CLG	To revisit SOW to • Accommodate teaching changes from legacy requirements of social distancing • reflect on and compensate for disruption to learning caused March to July 2020 • to check any exam board amendments put in place to facilitate recovery from disruption
To structure a support programme to allow pupils to catch up if they have fallen behind as a result of lockdown	ML ED, SWH, FLR	To ensure that Study Hall is structured to support these pupils Study Hall to be a Class Charts feature with an expectation of attendance To ensure that Learning support is put in place for these pupils and to distinguish between those lacking effort and others in strategy
To structure formative assessment points/ baseline testing to accommodate lack of exams etc	ML CLG	To develop programmes for pupil exam training to replace that lost by missing summer exams 2020. To set targets based on existing information and to keep them under review as the course develops
Cost implication: *Cost involved in setting up school for September to accommodate rules of social distance*	*By the end of this process we will see:* • Year 11 and 13 exam ready • Years 7-10 trained in the formal academic processes they have missed due to online learning • To support underperformance, both identified from the online process and from the return to face to face learning.	

School Development Plan

Objective Two To ensure the pastoral support meets current need **This is an area that we would want to develop effectively not just to reflect the impact of Covid-19 but also new pastoral leadership and a recognition of the work we have been doing**		
To co-ordinate a pastoral support programme to support any issues that arise from lockdown	ED, SWH, LFR HOY	• To identify key pupils that need support • To identify the nature of support needed • To have a clear process of linking to counselling, internal guidance and academic intervention • To ensure that support teachers have a clear timetable of pastoral and intervention commitment against cover role
To ensure that CPD reflects the needs of Pastoral staff	ML, SWH	To support colleagues new to role and provide CPD for them and to bring all pastoral leaders to the same level of training
To ensure that older pupils are supported and trained to work with younger ones	ED, SWH, LFR HOY	• Helping Hands • Study Buddy
To develop support processes for transition points	ED, SWH, LFR HOY	Look at transition process for Year 7 and Year 12 Set up and continue to develop mentor programmes: • Year 8 to work with Year 7 • Year 13 to work with Year 12 To set up a transition meeting for Year 8 parents
Cost implication: *Training costs linked to professional development and linked to any extra resources needed*	*By the end of this process we will see:* • A clearly structure process which allows staff to be clear how to provide support for those pupils needing it • Clear lines of action to help with pastoral and mental health issues	

School Development Plan

Objective Three To develop the structure of learning – develop the use of skills

We continue to recognise that skills for pupils and staff are at the heart of ongoing sustained development of the school

To develop effective induction for Year 7 and Sixth Form to accommodate any lockdown implications and to move the process forward	ED, LFR ML, SWH HOY	As noted in Objective 2 above. To set up clear processes to make sure that learning strategies are clear for these two year groups To reflect on the needs of other year groups who will have been impacted by online learning and as part of an ongoing developing of the skills agenda
To audit and recheck the development of skills which was the focus for last year	ML ED, SWH, LFR	Skills to be included in pupil planner so that pupils are clear what they are To structure the use of these descriptors in making judgments on progress cards To explore different ways of developing and encouraging the use of skills across the year groups and set up a staff group to explore these systems.
To ensure that staff are upskilled in the use and provision of online learning	ML	To explore the training needed for staff to be as clear in their use of online learning as possible
To continue to develop and structure the coaching programme	ML, SWH JB	To run, from January, a detailed coaching programme which uses classroom observation and development programme
Cost implication: *Ongoing cost of IRIS programme* *Professional Development linked to online learning* *Potential ICT implications from online provision*	*By the end of this process we will see:* • To compensate for any skill impact from lockdown on Year 6 and 11 as they transition to the next stage • A clear process in place to support the ongoing development of skills training • Upskilling of all teaching staff to support online learning • Clear coaching programme in place for teaching staff

School Development Plan

Objective Four - The tracking process This is an ongoing process to develop our online systems and keep them under development and review		
Class Charts	ML ED, SWH, LFR	Trial the use of the Parent App Award all merits using class charts for greater consistency – change planner to reflect this To reflect on ways of working on consistency across departments Develop a programme for data drops for good behaviour every half term Continue to develop the Sixth Form Superstar programme
CPOMS	ML ED, SWH, LFR HOY, EM	Reflect on categories and how effective they are Develop active and inactive categories Develop a protocol to structure the notification of alerts
Cost implication: *Ongoing subscription to Class Charts and CPOMS*	*By the end of this process we will see:* Parent App in place and in use for those parents who would like to use it A more consistent use of class charts in tracking good and poor behaviour A clear structure for embedding CPOMS into pastoral teams.	

Review of Learning

All work of the school is reviewed in several different ways.

1. The Departmental Leader completes an online **(DSEF)** review document in July through to September, reviewing the previous year's work and analysing the results, and giving some areas that the department will work on in the year ahead.

2. The curriculum leader for each subject has a meeting every two weeks with their line manager in which they discuss the work they are doing and in which they keep a record of the ideas.

3. During the course of the year each department will be reviewed by the curriculum leader and the senior leadership team. For ordinary members of staff this will mean a 25 minute observation.

   - Staff will be notified the day before; it is not intended to be a hugely prepared lesson but as accurate a snapshot of the ongoing learning that happens within the department. The member of staff should present a short lesson plan (available from the staffroom), a seating plan and a mark or progress summary (usually the teacher's markbook).

   - Pupils will be seen and give their views about their learning experience, answering questions set both by the departmental leader and SLT

   - There will be a review of the books from within the department

   - The curriculum leader will meet before and after the process to help to get an accurate picture of what the department is working on.

   - The completed review will report on the work of each key stage, making a judgement about areas that need to develop and setting out how that will be supported, if necessary.

   - The results of this review process will be put on the DSEF and will be shared with all within the department.

4. Each year group is reviewed; these are put on the calendar and are set

   - This will consist of learning walks across all subject areas taken by SLT and the Head of Year

   - There will also be a work scrutiny of an identified sample of learners

   - The report will be published to all staff in the Friday update

5. Each member of staff will be part of a performance management process; the arrangements for this are set out on the next page **Appraisal of teaching staff**

Appraisal of Teaching Staff

Appraisal of teaching staff is linked to a programme of continuing professional development and a system of support to help you to provide the outstanding learning experience that we want for our pupils.

You will, by the end of the first half term of the Autumn term (31 October), have set three targets for the year ahead. If you hold a TLR allowance, you will need to set a fourth target to reflect that extra responsibility. Some of them may well be set by the school and others may be set within defined parameters.

It is your responsibility to:

- work with your line manager to help you develop any training needs, which must be agreed by the school leadership

- meet at least once with your line manager during the year at the mid-point of the process to assess how well the targets are being met

- to evaluate the process at the end of the cycle to see how well the targets have been met

- to complete the process and ensure the completed record is sent to the Headteacher.

In addition the appraisal system will require your line manager to observe one of your lessons.

An online record will be kept of your appraisal process, where you can access your targets, your lesson observation records, and your training support. You will be encouraged to add to this training record any informal work you do so that you have a record for your own cv. It is intended that this will be supportive of your professional experience.

Appraisal is linked to pay progression for teaching staff and is crucial to support your own professional and career development.

If you have any questions please contact Mr M Loveland.

Internal Examinations

PUBLIC EXAMINATIONS

The Examinations Officer is Kath Kennedy. She oversees all the invigilators for public examinations. These include members of our support staff. She will provide papers, a seating plan and instructions for starting public examinations. Teaching staff will not normally be used to supervise these examinations. SLT and the Head of Year 11 and Sixth Form team support Mrs Kennedy throughout the examination period overseeing different areas of the school where examinations are taking place.

INTERNAL EXAMINATIONS

Please note the following regulations which must be adhered to:

- All pupils are to have their bags in a designated area, not by their desks.

- All pupils should be seated in alphabetical order.

- All holders for pens etc. should be transparent.

- All calculators must be without covers.

- There should be no other items (including water bottles) on examination desks.

- Pupils should be seated in silence at all times with no communication of any kind.

- The title of the exam and the start and finish times should be written on the board and clocks should be set at the same time within the room.

Morning and afternoon exams should be timed to finish at the finish time of that examination slot, therefore there may be revision time before the exam starts.

This revision time must be conducted in silence – there should be no use of phones, ipods, etc during this time.

If a pupil is **absent**, the invigilator should write the pupil's name and form on the top of the paper and put this exam paper into the Head of Year's tray.

Pupils are responsible for keeping their rooms tidy. We recommend that pupils do not stay in the room at break and lunchtime – it is better to have a proper break and, if possible, to get some fresh air. If the room is not tidy, the room will be locked during break and lunchtime.

Failure to adhere to these regulations will lead to the pupil being reported to the relevant Head of Year and Mr Loveland.

The Structure and Expectations of Marking

Expectations of Marking

In Wirral Grammar School for Girls we believe that marking is a key part of Teaching and Learning and at the heart of helping pupils to progress. Certain key principles must be observed.

- The purpose of marking should be clear. When you give feedback it must lead to action. Any target should be the basis of helping learners to progress.

- The purpose of the task must be clear. Not all tasks will be necessarily marked, and it must be clear what the task is trying to achieve.

- If a task is to be assessed, this must be made clear to the learners. Similarly, if it is for feedback, or notes which will be checked for existence, this should also be made evident.

- Peer and Self assessment is a valuable marking tool. It will only work if the assessor and pupil who has done the work know what to do and the criteria are clear.

- Any detailed marking should include marking for literacy.

- Pupils must take responsibility to act on the guidance and feedback given in marking and be allowed time to do it.

The Structure of Marking

We recognise that there are at least three types of work that departments will produce, and they need to be clear about how each one works, and fits in with a whole school picture of marking.

The first is work on which we will give feedback; clearly this is the most important form of marking in many ways, as it is the mechanism that helps the learning to see how to move their learning forward.

Secondly is summative, or assessment based marking, this will be graded or levelled, and may well be centrally recorded. It will be the basis of judgements made about how a pupil is progressing against their targeted level. This, of course, may well include feedback as well.

The Structure and Expectations of Marking

Thirdly, we will set work for pupils that is information, or notes. This may well be "marked" to check it is there, but departments will use their own approach with such work.

Marking for Feedback

Probably the single biggest aspect of how we mark will be feedback. This will be work that is formative in nature and based on AfL principles. We know that the need to use peer and self assessment, check ideas as the learners move forward in their understanding, to structure their learning, all of these are at the heart of pupils making progress, and within departments we need to address how best to show this information to the learners, and to ourselves.

Quality Marking

Not all pieces of work can be 'quality marked': this should be seen as the gold standard, and see below for guidance on frequency. A balance needs to be struck between what works effectively for the pupils and what the teacher can do effectively, and this will vary from task to task and from subject to subject.

Teachers need to decide whether work will simply be acknowledged, commented on or given detailed attention. This is the responsibility of departments to decide the way this is structured. "Quality Marking" can be time consuming if a teacher teaches a lot of classes, therefore it is necessary to be clear about which pieces of work are receiving this quality feedback, and it is important that work that pupils have done is acknowledged in some way to support progress. This is going to be the most useful and important type of marking and quality is more valuable than quantity in this matter.

What is Quality Marking?

The emphasis of this type of marking is about helping the learner to progress in their learning. It will vary from department to department on how best to accommodate this, but a common pattern will emerge. Essentially the key objective is to "close the gap" between what they have achieved and what they could have achieved.

It is vital that the learner keeps a track of the learning targets that are set; good practice might include having a progress tracker at the front of the book/ file, or keeping an external record which the student can easily access. When marking quality is being checked, the obvious way to do this is to question the pupil

about how clear they are about what areas they need to be working on. Good practice might involve the pupil transferring targets from the work itself to a progress tracker, both centralising the information and allowing the student to reflect on their learning targets.

> *A marker sets a piece of work and asks the pupil to start by setting out what the target was from the last piece. When the piece is handed in, and no extra work to the teacher, there is a quick check that the target set last time is being addressed*

Other Types of Feedback Marking

There will be other types of "feedback" marking. The department needs to clarify when these are appropriate but might include:

Oral Feedback

It is important for students to have oral feedback from the teacher working with them.

The member of staff might initially talk to the student about how they have met the learning objectives and then question the student about a specific part of the work. This may be to correct a student's understanding or to extend the student's learning. This would not normally be recorded. In subjects where the feedback is primarily oral, provision must be made to ensure that records of all assessment feedback are made available.

Summative feedback / marking

Some activities can be marked in a closed way, even when it is not a summative assessment. This would tend to consist of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the students, as a class or in groups. Its feedback value is limited to a statement that the answer is right.

Self marking - students are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point.

Shared Marking - teachers sometimes use one piece of work from an unnamed student in another class to mark as a class. This enables the teacher to model the marking process and teaches particular points at the same time.

Paired Marking - once a marking process has been modelled with the class students sometimes mark work in pairs. This allows them to develop their own critical capacity.

Frequency of Marking

As noted above, quality marking should be focussed on helping learners to progress, and this raises issues of time and frequency. It is essential that departments mark work regularly and recognise that Marking for

The Structure and Expectations of Marking

Feedback has to be frequent enough to help the pupils to have a clear picture of what they need to do to progress in their work. Progress is a dialogue between the teacher and the pupil and marking is the record of that dialogue. It is important, then, that Heads of Department set clear guidelines as to how often such feedback should be given which is proportionate to the requirements of the learning in their subject, and the number of times that a teacher sees a class. As a guideline it could be expected that there would be at least one or two feedback opportunities between each assessment.

Marking for Assessment

The second type of marking that we will see is marking for assessment. This is work that is levelled or graded. This may well contain feedback as well, if it is appropriate, but will certainly represent a summative statement about the completion of a task or area of learning.

We would assume such an assessment to take place with the following frequency:

KS3

Maths, English, Science, MFL: to record an assessment of progress at least half termly

All other subjects: to record an assessment of progress at least termly

KS4

For all GCSE courses assessment should take place at the end of a section, but at least half termly.

KS5

For all A level course assessment should take place at the end of a section, but at least half termly.

Where summative assessment work is part of a wider controlled piece the restrictions of the exam board must be taken into account

The Structure and Expectations of Marking

Marking to acknowledge work

Some work may be "marked" to acknowledge its existence – to check it has been done. There is an acknowledgement that some work is the responsibility of the learner themselves: A level and GCSE files might be obvious examples. Where a teacher checks this work for existence – to make sure that it has been done – there is no assumption that this will be checked for literacy or feedback. Staff must apply professional discretion to the need to look at this type of work, and how to acknowledge that it has been checked.

Literacy

Work must be marked for literacy and a common standard exists which has been set by the English Department, and which we would expect to see used consistently across the school in order to help them develop their language skills.

Please ensure that you are clear in your documentation about when and how often you will apply these standards. We will arrange for them to be put up in classrooms.

Marks to use for identifying corrections in spelling, punctuation and grammar

Mark	What this means
P	Check punctuation
Circle around a word	Try this spelling again
~~	Expression is not clear
/ /	Insert a new paragraph
C	Find the missing or misplaced capital letter

The Structure and Expectations of Marking

Summary – at a glance

Marking for Feedback	At a frequency appropriate to the Department, work will be "quality marked". This will shape the pupil's ability to progress and a structure that is clear to the pupil must be in place to help them to do this. This will be the "gold standard" of marking and emphasis should be on the quality of the comments as supporting progress.
Marking for Assessment	This will represent summative marks which track a pupil's progress. It may well be combined with marking for feedback, but a central record of the achievement of the pupils must be kept by the department. This will take the form of levels for KS3 and grades for KS4 and 5.
Marking to acknowledge work	When the pupils complete work that is notes or their own responsibility, departments will need to be able to ensure it has been done – for example when pupils are absent. A simple tick might suffice to show this. Consistency within the department would be considered important, but no absolute rule will be set about how to best do this.
Marking for Literacy	There must be a consistent guidance for spelling, punctuation and grammar across the school using the set codes.

Remember: it is our school policy that pupils work is marked by teachers in **red pen** and that pupils are encouraged to respond to marking and develop their work in **green pen** to present a clear dialogic process

Literacy Expectations

Over this academic year, all staff should aim to follow the following 10 points to promote literacy:

1. Before collecting books to mark, give students an opportunity to **proofread their own work** using the literacy marking policy. This could be a regular feature in your lessons to help them self-correct.

2. When marking students' work, you should also remember to use the **literacy marking policy codes**.

3. Highlight any students who are having trouble with spelling to KS, SG or CMC to add them to our **online spelling programme**.

4. Promote **'tricks' to learn spelling** or difficult key words in your subject such as mnemonics, patterns, sounds, etc. (e.g. remembering double letters in a**ccomm**odation: cosy cottages or massive mansions)

5. Check the **Literacy folder on Google docs** to keep you up to date with new ideas and resources from other staff.

6. Try **one literacy based task** suited to your subject area each half-term (Google docs).

7. Have a **literacy display** in your classroom; key words or sentence models for answers can be very helpful. (Google docs has examples of posters to use.)

8. One **Form Time** session a week should be dedicated to independent reading. (Your Head of Year may specify a particular day.)

9. If there are any **fiction or non-fiction books** which link to your subject that you would like publicised to students, inform LF in the library.

10. **Publicise literacy activities or initiatives** your department runs by emailing CMC to keep a whole-school record. (If appropriate an article or photographs would be excellent to add to the Library/Literacy page on our school website.)

Numeracy Expectations

Bar Charts

Main points

- Bar charts should be used to display discrete or categorical data.

- In a bar chart, the **height of the bar shows the frequency of the result.**

- The vertical axis should be labelled frequency; the labelling of the horizontal axis depends on what is being represented by the bar chart.

- Bars should be of equal width.

- There should be gaps left between the bars.
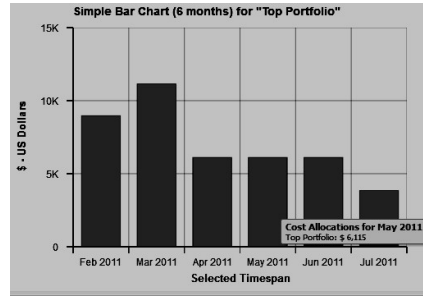
Scatter graphs

Main points

- Scatter graphs can be used to investigate whether there is a relationship between two quantities.
- Data is plotted by placing a small cross on the graph.
- Scatter graphs show correlation between quantities.

4. Hair length versus height of 150 adult

5. Distance walked in a pair of shoes vers

### On a graph, it is easy to recognize th

As one quantity increases the other quantity also increases.

As one quantity increases the other quantity decreases.

The increase or decrease of one quantity has no effect on the other quantity.

- It is possible to draw a line which passes near all of the points; this is called a **line of best fit.** To draw this use a ruler and try to position it so that it is close to as many points as possible and has approximately equal number of points on either side.

Numeracy Expectations

£87.50

£175

25 %

50 %

£350

1% ÷100

10 %

£3.50

£35
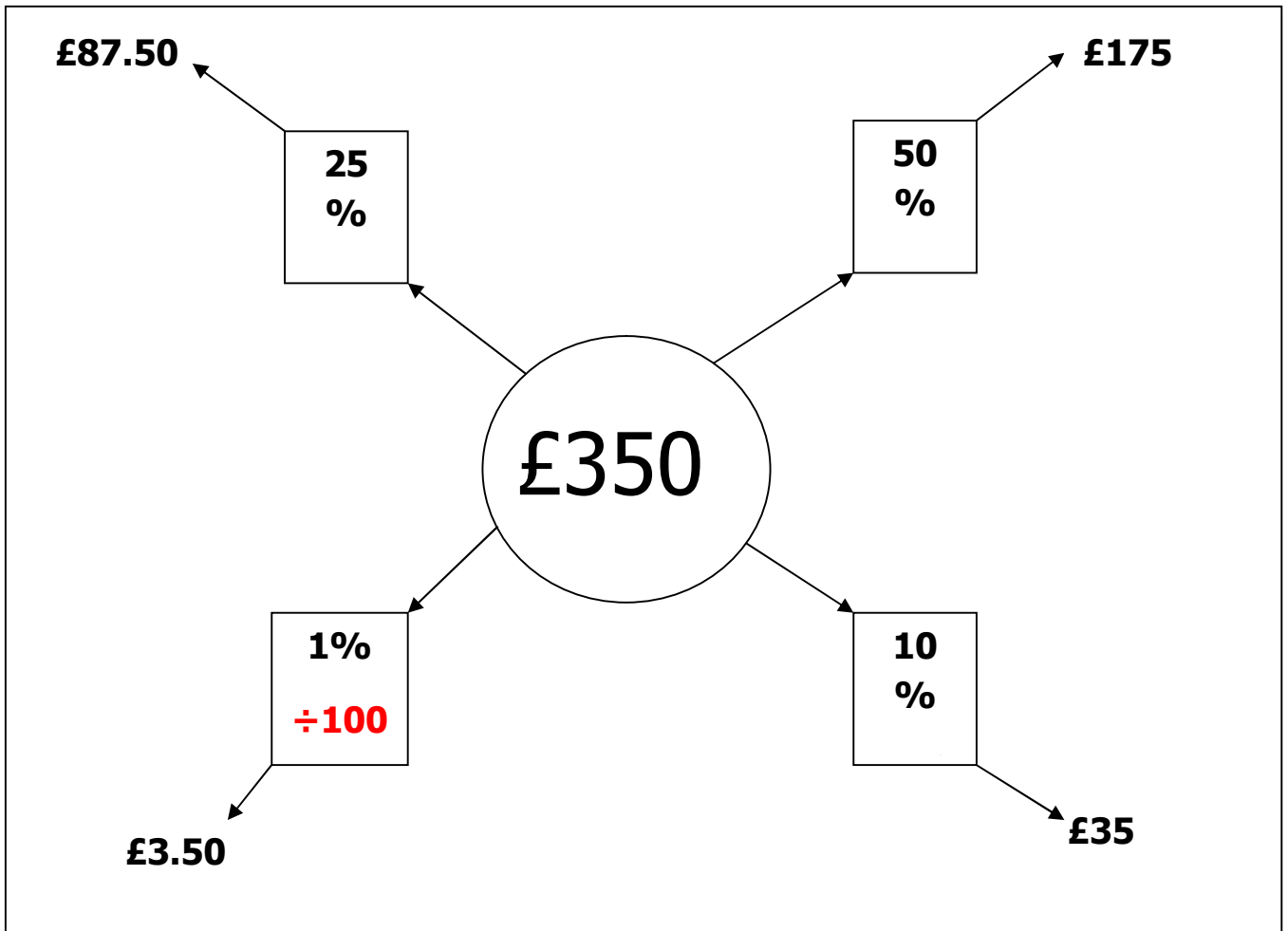
All other percentages can be found from these.

E.g. Find 28% of £350

28% =   25%   +   1%   +   1% +   1%

28% = £87.50 + £3.50 + £3.50 + £3.50

How to find your percentage in a test

$$\frac{\text{your mark}}{\text{the total possible mark}} \times 100$$

E.g. If you got 62 out of 80 on a test

$$\frac{62}{80} \times 100 = 77.5 = 78\%$$

SMSC Expectations

Defining spiritual, moral, social and cultural development

A key area for the school: how are you showing these in your work?

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

British Values

British Values

Examples of the understanding and knowledge pupils are expected to learn include:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

Examples of actions schools can take to promote British values are to:

- include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

Staff E Safety

The school has provided computers for use by staff.

These computers are provided and maintained for the benefit of all staff, and you are encouraged to use and enjoy these resources, and help to ensure they remain available to all. Remember that access is a privilege, and we assume that all ICT resources will be used appropriately and to good effect, promoting its benefits for enhancing teaching and learning.

Equipment

- Always seek advice before purchasing software for use on the school network. Do not attempt to install programs of any type on IT hardware provided by school or used within school. All software must have an appropriate license for installation.

- Installing software on the schools network is forbidden and can only be done on request by the ICT support staff, providing the correct licensing is purchased.

- Damaging, disabling, or otherwise harming the operation of computers, or intentionally wasting resources puts your work at risk, and will cut short your time with the ICT equipment.

- Only use the computers for educational purposes. Activities such as buying or selling goods are inappropriate.

- Never use remote storage devices, such as flash drives, unless they are password protected, encrypted and virus checked. This must be verified by the technical team.

- Mobile equipment, (e.g. laptops, tablet PCs, PDAs etc.) are not allowed to be connected to the network without first being checked by the ICT support staff for suitable virus protection and software licenses.

Staff E Safety

- Protect the computers from spillages by eating or drinking well away from the ICT equipment.

- All IT equipment is security marked and logged on the school's inventory. Do not attempt to remove these labels.

- The buying of ICT equipment should be validated by the ICT support staff to ensure compatibility with network and value for money.

- All equipment purchased by the school for teacher home use remains the property of the school and must be returned upon leaving your post within the school.

GDPR, Security and Privacy

- Under the terms of the GDPR regulations, data must be safe and protected, and you must have explicit permission to use any data dealing with a child or an adult. No such data, including images, can be stored or used unless you are authorised to do so. Please ensure you are familiar with section 6 and 9 of the GDPR regulations which set out the legal framework.

- Never store images of pupils or parents outside of the school network. If you use school based social media accounts you must be clear about who you can and cannot display images of.

- All information that is sent from one person to another must be encrypted and secure. Our network is both of these. You must not use any transfer system (such as Dropbox or any "cloud" based system) that has not been specifically allowed by the Data Protection Officer.

Staff E Safety

- **No mobile storage system** (such as a flash drive or USB stick) may be used unless it has been authorised with a password, encryption and virus protection.

- Protect your work by keeping your password to yourself; never use someone else's logon name or password, If you think your password has been compromised then change it immediately or see the ICT support staff.

- Always be wary about revealing your home address, telephone number, school name, or picture to people you meet on the Internet.

- Other computer users should be respected and should not be harassed, harmed, offended or insulted.

- To protect yourself and the systems, you should respect the security on the computers; attempting to bypass or alter the settings may put you or your work at risk.

- ICT Support staff have the ability to view your computer storage areas and remove media upon authorisation from SLT and the member of staff.

Internet

- You should access the Internet only for school activities; a log file is kept of all internet activity and will be referred to if there is suspicion of internet misuse.

- Only access suitable material; using the Internet to obtain, download, send, print, display or otherwise transmit or gain access to materials which are unlawful, obscene or abusive is not permitted.

Staff E Safety

- Using the internet to remotely access your files via the school website should only be done from a computer with up-to-date virus and spyware protection, if unsure please consult ICT support staff for advice before connecting.

- Respect the work and ownership rights of people outside the school, as well as other students or staff. This includes abiding by copyright laws.

- 'Chat' activities take up valuable resources which could be used by others to benefit their studies. They exist as part of the Google Classroom and you are encouraged to use this system, but please avoid any other system.

- **Email**
- For professional communication the school's own email service should be used. It is the expectation that this will be checked at last once on every working day.
- Be polite and appreciate that other users might have different views from your own. The use of strong language, swearing or aggressive behaviour is as anti-social on the Internet as it is on the street.

- Only open attachments to emails if they come from someone you already know and trust. Attachments can contain viruses or other programs that could destroy all the files and software on your computer. If you are unsure about an attachment, refer it to the ICT support team.

- If you receive an email containing material of a violent, dangerous, racist, or inappropriate content, always report such messages to a member of ICT staff. The

Staff E Safety

sending or receiving of an email containing content likely to be unsuitable for schools is strictly forbidden.

- There is no assumption that emails should be answered at weekends, holidays or outside of normal working hours. While staff are free to use the system at any point, the need for a correct work life balance should be observed.

- **Emails from pupils**
  - o Pupils are encouraged to use email to share work and to communicate with their teachers. This should only ever be done using the school's own email service. Private email addresses should not be given to pupils without the direct authorisation of the e-safety officer, Mr M Loveland.

  - o If a member of staff receives an unsolicited email through some other means (e.g. because the pupil has sent them a message on Facebook) then you should not reply but refer this to the Esafety officer.

Online Learning

All Online Learning at Wirral Grammar School for Girls should take place under the direction of our "Google Classroom" facility. No alternative platform should be used without the express sanction of the E Safety Officer.

Keeping safe using Google Classroom

- Keeping staff and pupils safe is our primary concern with online learning.

Staff E Safety

- If you are using Google Meet to live conference teach with pupils, please note the following:

  - By default you should not use your camera facility as part of a Google Meet with pupils.
  - You should only use your camera facility if you are confident that there is no inappropriate aspect to what is seen.
  - If you are at home and you intend to use your camera then you need to set up the video conference call so that there is a neutral background in your home. Do not set it up so that it reveals information, such as where you live or photos of your family or friends. You must wear appropriate clothing, such as smart casual wear.
  - During the session please make appropriate use of the mute functions to manage students.
  - If a student is being inappropriate or wearing inappropriate clothing, for example they are partially clothed or simply not dressed appropriately for a lesson, then the teacher must either turn the student's camera off or close their call down and alert a safeguarding officer of this who will deal with this accordingly, with the safeguarding lead. If in doubt, remove them from the chat and inform a safeguarding officer as soon as possible. The safeguarding officer will make contact with the family.
  - If a student is using inappropriate language or gestures, then remove them from the chat and report them to the Head of Year as soon as possible. They will arrange to contact the parents
  - If there are safeguarding concerns with a child, such as a visible injury or concerning home conditions etc., then please alert a safeguarding officer and invite them into the call if possible. If this is not possible, then contact a safeguarding officer immediately after the call ends. Please always flag up safeguarding concerns as soon as possible, in line with school procedures.
  - If you have immediate concerns about a child's safety and you feel they are about to come to harm, then call the Police using 999 and give them the child's address. Once you have called the Police, then call a safeguarding

officer and give them the log number. Remember to mute your conference call and pause your screen before making the call.

o Please be mindful that any action you take to address a concern must not alert other students in the call. This means that if you have a safeguarding concern or another concern and you are reporting this, then ensure you are not discussing this in front of the conference call so students are not aware. It advised that if the concern isn't an emergency, then wait until the end of the conference call to report it but immediately after. If the concern is regarding behaviour, then you can inform the student that you are going to end the call for them and remind them of the school ethos before doing so, so that other students know it is unacceptable.

If you are unsure of anything then please ask.

We should not let the potential poor choices of a few outweigh the benefits to the majority during this challenging time.

Personal Use of the Internet

There will be occasions when a member of staff's use of the Internet comes into a potential conflict with their personal and professional lives. Staff must behave with discretion and professionalism and assume that anything that they write on the Internet, for example on Social Networking sites, is open to scrutiny by pupils and the wider public.

All staff should observe the following when using the wider Internet:

• Any Blog or other social site which is used as part of the learning process should be authorised by e-safety officers operating from the school. This is currently M Loveland. The member of staff who has organised the site is responsible for the safety of the pupils using it, and should act as moderator for access and what is shown on the site.

Staff E Safety

- Any Social Networking site used in the teacher's personal life should observe the following rules:
    - No pupil or former pupil below the age of 19 may be "befriended" unless they are relatives or family friends. This includes entering into a wider social communication, but not professional communication (see email from pupils above)
    - No member of staff should use the Internet to make derogatory comments which could bring the school into disrepute, including making comments about pupils, parents, other staff members, the senior leadership team, governors, local authority or the wider community.
    - Staff must demonstrate honesty and integrity, and uphold public trust and confidence in respect of anything placed on social networking sites
    - Material shared on any Social Networking site should be appropriate and staff are responsible for ensuring that their privacy settings meet this requirement.
    - Language used on any social Networking site must be appropriate
    - All comments and images must not be defamatory or in breach of any relevant legislation
    - All Social Networking activities at any time must be used appropriately

Please be aware that the above is for the safety of learners and staff. Staff that do not adhere to the above could result in disciplinary action and it may result in dismissal.

Note:

Our e-safety officer is M Loveland. Any questions about e-safety should be addressed to him.

Planning an Educational Visit

All educational visits are the responsibility of the member of staff who organises and leads the trip.

There are a number of stages to complete before the trip gets authorisation.

1 The teacher in charge (organiser of the educational visit) must consult the online calendar to check that the visit does not clash with other events.

2 The visit organiser must have regard for the curriculum demands placed on the group of pupils taking part in the trip and must check with HoD that the trip forms a necessary part of the curriculum delivery.

3 The visit organiser must discuss the proposed visit with Mrs Cogan and seek approval for its educational value.

3 Final approval to organise the visit is granted when cover requirements are established (please see Mr. Johnson). Please be aware of the procedure for planned absence.

4 Once approval to organise the visit has been granted the organiser must   ask Mrs Bush to enter the educational visit in the online calendar.

5 All letters concerning the trip must be typed by the school office. This is to make sure that all correspondence adheres to house style and that the school office is notified about the trip.

6 At this stage the organiser of the educational visit must complete an EVOLVE (Wirral) on line application form to gain approval for the visit (See Mr Johnson for Evolve registration and instruction).

7 The EVOLVE process requires the trip leader to complete necessary details to allow the visit to safely take place. Information should include: Itinerary, destination of trip, names and contact details of both staff and pupils taking part, travel details, supervision arrangements, accommodation (if necessary) and Risk Assessments for all elements of the trip. A list of pupils on the trip must be passed to the Attendance Officer

Planning an Educational Visit

8   Risk assessment for the visit remains the responsibility of the trip leader and cannot be delegated to another member of staff. In particular the RA must assess all risks involved with the trip and all activities planned must be risk assessed. Particular attention must be taken to make sure that pupils are supervised at all times on high risk visits.

9   For most visits approval is delegated to the Education Visits Coordinator (Mr. Johnson) and Mrs Cogan on behalf of the Governing Body. For overnight trips, visits to London, foreign countries and visits that have elements of indirect supervision within them, approval is given by the LA.

10 For most visits at least one month should be allowed to gain LA approval.

11 All staff leading visits must read The Wirral Borough Council Guidance for Educational Visits and Offsite Activity document   2015.

Well Being Support

WELL BEING SUPPORT

Types of support include:

- Form tutor
- Head of Year
- Deputy Head (ML) Asst H/T (Ed and SWH)
- Referral to school nurse service via ED
- Referral to school counsellors via ED
  - 20 minute sessions with Diane Blake (Kilgarth School Outreach)
  - 40 minute sessions with Julie Miller
  - 60 minute sessions with Action for Children
- CAMHS referral via ML/ED / school nurse
- Drop in health clinic – Monday lunchtime
- Drop in Brook clinic – Wednesday lunchtime
- Learning mentor, Sylvia Reed
- Seasons for Growth – issues regarding loss (M)
- Colour Therapy (EM)
- Mindfulness Programmes (Anita Curran, Ed Psych)
- Helping Hands – Sixth Form pastoral mentors – every lunchtime
- Academic Sixth Form mentors – via ED or individual departments

Please see Head of Year or ED/SWH for details.

Fire Procedure

FIRE-DRILL ROUTINE

On hearing the siren:

1. If a fire is discovered raise the alarm via the nearest fire alarm call point.

2. On hearing the fire alarm all pupils, under the direction of their teacher, should, in total silence leaving all bags, etc. in the classroom, vacate the school buildings **BRISKLY BY THE NEAREST EXIT.** Proceed to the assembly point on **THE TENNIS COURTS.**

3. Staff who are teaching must leave the classroom last.

4. Doors and windows should be closed as classrooms and corridors are vacated, where possible.

5. All laboratory, experimental equipment and apparatus should be turned off, where

possible.

6. All gas isolation valves and electric cookers **MUST BE TURNED OFF.**

7. **Line up in alphabetical order in forms**.

   Year 13 nearest to the field then in year order to **Year 7 nearest to the new wing.**

8. **All Form staff** check form and report their presence and their form to **HOY**.

9. **All other staff** report own presence to **Mrs Taylor.**

10. Year-heads to confirm form staff are checking their forms, if not they should check them and report to **Mr Loveland.**

11. Non-form staff must be prepared to help to check a form without form staff and to help generally to keep the girls silent.

12. When the pupils are assembled the roll will be called and should there be anyone absent an immediate search will be made.

13. Until the Fire Brigade arrives, the staff should, after the pupils are safely evacuated and accounted for, remain at the assembly point until re-entry of the building is allowed by the Fire Brigade, the Headteacher or her representative.

Fire Procedure

THE FIRE EXITS ARE:

Tower block by Room T9 and T12

Tower block by Rooms T3 and T4

Gym – Main Teaching Block

Hall – New Wing. Exit by Finance Office

Pupil Entrance

Front Door

Staff Entrance

Door by Asst HT Office

Exist at G24

Exit in Drama Studio

Exit by stairs at G1

Exit by Reprographics

They are labelled **'FIRE EXIT - KEEP CLEAR'**

Fire doors are labelled **'FIRE DOOR'**

All new girls and staff are informed of the procedure in case of fire.

Copies of **FIRE DRILL SHEET** are in each room.

Fire Procedure

The following staff have specific roles. If the person is absent, the second named person must take that role

When the alarm sounds		
EC	ML	Liaise with caretaking staff and locate area of the fire alert, check area for signs of fire and then, if necessary, ring or asks office staff to ring for Fire Brigade
PH	TAJ	Check the area of the fire alert on the board in the Head's waiting room and wait by main entrance for fire brigade.
HB	HF	Maintains phone line
AD	ASA	F1-7 and Sixth Form CR
LF	CAH	Library, Careers
SC	RP	F8-F12
ED	HAL	F13-F16 and toilets by G9
ASH	RMA	F17-F22 and Con Room
DRP	AB	G1-7
BS	HHO	G8- G11
AP	LP	G12-16 and toilets by G20
WW	JRO	G17-20 Hall and Atrium
GG	GT	G21-27 and offices/ music practice
AEL	SR	All sports areas
PA	JSE	T1-T6
JB	EM	T7-T12

Once at the assembly area		
TAJ	MMC	Co-ordinates process to identify problems. Stands at rear of lines to maintain behaviour
LBO	HF	Provides class registers, appointments, bulletin, late and staff signing-out books, complete staff lists and timetables of part-time staff.
ED	ML	Responsible for checking **staff** are all present. Stands at front of lines to maintain behaviour
ML	ED	Responsible for checking **pupils** are all present. Stands at front of lines to maintain behaviour
MMC	TAJ	Check **visitors** are all present. Stands at rear of lines to maintain behaviour
LFR	EHU	Check **Sixth Form** are all present and notifies ML. Maintains their behaviour
HoY	**First listed form tutor**	Check **year group** are all present and notifies ML. Maintains behaviour for their year group
Form Staff	HoY	Check **form** are all present. Maintains behaviour for their form group
All staff		Report to ED to indicate presence
The Caretakers		Check that all fire points are in working order afterwards and reset the alarm after the all clear is given.