

‘Excellent in all areas’

ISI Inspection



RGS  
WORCESTER

# Lower School Handbook

For Parents and Pupils  
joining RGS Worcester  
from  
September 2017

<b>SECTION 1 : THE PASTORAL SYSTEM</b>	<b>1.1</b>
<b>INTRODUCTION</b>	<b>4</b>
1.2 THE PASTORAL SYSTEM	5
1.3 THE FIRST TWO YEARS	8
1.4 REWARDS AND SANCTIONS	10
1.5 ABSENCE	10
1.6 WITHDRAWAL	10
1.7 REMOVAL	11
1.8 IN THE EVENT OF BAD WEATHER	11
 <b>SECTION 2 : CO-CURRICULAR INVOLVEMENT</b>	
2.1 AIMS	12
2.2 SPORT	12
2.3 MUSIC	14
2.4 DRAMA	15
2.5 THE HOUSE SYSTEM	16
2.6 CLUBS AND SOCIETIES	16
2.7 FIELD DAYS AND ACTIVITIES WEEK	17
2.8 SCHOOL TRIPS	17
2.9 THE CO-CURRICULAR CROWN AWARD	17
 <b>SECTION 3 : CURRICULUM</b>	
3.1 INTRODUCTION	18
3.2 HOMEWORK, MARKING AND REPORTS	18
3.3 THE LOWER SCHOOL SUBJECT SYLLABUSES	
3.3.1 ENGLISH	19
3.3.2 MATHEMATICS	20
3.3.3 SCIENCE	21
3.3.4 MODERN FOREIGN LANGUAGES	22
3.3.5 LATIN AND CLASSICAL CIVILISATION	26
3.3.6 DESIGN & TECHNOLOGY AND TEXTILES	28
3.3.7 COMPUTING AND IT	29
3.3.8 GEOGRAPHY	30
3.3.9 HISTORY	31
3.3.10 RELIGIOUS STUDIES	31
3.3.11 ART	32
3.3.12 MUSIC	33
3.3.13 DRAMA	33
3.3.14 PHYSICAL EDUCATION AND GAMES	34
34 THE SCHOOL LIBRARY	34
3.5 LEARNING DEVELOPMENT	35
3.6 GIFTED AND TALENTED	36
<b>SCHOOL RULES</b>	<b>36</b>
<b>RGS POLICIES</b>	<b>39</b>
<b>UNIFORM</b>	<b>40</b>

# Headmaster's Introduction



I am delighted to introduce the Lower School Handbook to you. Please make reference to the information included whenever it is required.

The Handbook is designed to provide an introduction to life in the Lower School and includes important information about Pastoral Care in Section 1, Co-curricular Activities in Section 2 and the Academic courses your child will follow in Section 3. There are also details about School Uniform, important School Policies and the School Rules.

We hope that your son or daughter settles into RGS and enjoys their time in the Lower School. We encourage children to throw themselves into RGS life and try new things so that they have as full an experience as possible. We are here to help and support them and if they have any concerns at any time, please do let us know. This is best done by contacting your son or daughter's Form Tutor in the first instance or their Head of Year. Indeed, you will be contacted by the Form Tutor after the start of term and there will be an opportunity to meet them at your son or daughter's first Parents' Evening, where senior staff will also be present.

We look forward to welcoming your son or daughter to the School to begin what we hope will be a very full, exciting and thoroughly rewarding education at RGS Worcester.



John Pitt  
Headmaster

# Introduction

## SECTION 1: THE PASTORAL SYSTEM

### 1.1 INTRODUCTION

#### The role of parents

It is perhaps self-evident, but none the less important for being so, that the success of any pupil depends on a positive and effective relationship between parent, school and pupil.

By making the commitment to send your child to RGS Worcester you are already indicating support for a system founded on excellence and full participation. Participation not only of pupil but of parents also. In order to make the most of every opportunity RGS Worcester provides, parents have a full and essential part to play:

- to give time and attention to assist with preparation work and ensure that it is done to the best of their child's ability; and provide a suitable environment for homework.
- to actively support their child in Co-Curricular activities on the touchline, at concerts and plays;
- to take every opportunity to communicate with the School at Parents' Evenings or through written correspondence;
- to organise their holidays and leisure time to allow for maximum attendance and participation by their child;
- to be aware of the School Rules and ensure that their child abides by them as well as the common courtesies of a civilised life-style;
- where appropriate, to support the School in matters of discipline;
- above all, to undertake to communicate with the School over any matters of uncertainty or concern (or maybe even satisfaction!).

Of course, a partnership requires contributions by all partners and the school undertakes to play its full part in the vital role of education.

#### Useful addresses, telephone numbers and websites

Some parents do ask for general advice as their children develop and we have found the following list to be the most helpful. Of course, seeking information in this way should not prevent parents from contacting School about any matter.

<b>Parentline - offers help and advice to parents bringing up children and teenagers.</b>	Helpline 0808 800 2222; textphone 0800 783 6783; <a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>
<b>Young Minds - provides information and advice on child mental health issues.</b>	Helpline 0800 018 2138: <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>
<b>British Nutrition Foundation</b>	<a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a>
<b>Think you Know - provides useful and up to date information on protecting children online</b>	<a href="http://www.thinkuknow.co.uk">http://www.thinkuknow.co.uk</a>
<b>NSPCC</b>	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>

## Communication

Through Form Tutor, subject teacher, Head of Year, Head of Section, Assistant Head (Pastoral) and the Headmaster, the School aims to work with parents to provide abundant opportunities and challenges for your child. Communication is the cornerstone of all effective partnerships and the School undertakes to keep parents fully informed on all matters pertaining to their pupils. Parents may email members of staff by using their initials (three in most instances) @rgsw.org.uk. Staff initials are to be found in the calendar issued to all pupils at the start of each term.

Letters and documentation are posted on the Parent Portal <https://parents.rgsw.org.uk/api/login> each Friday for you to download. Go to [www.rgsw.org.uk/rgs](http://www.rgsw.org.uk/rgs) and look at the menu on the left. Information about this facility will be sent to parents. RGS Times is a newsletter, published each Friday, that celebrates life at RGS Worcester and the achievements of pupils past and present. This is usually e-mailed to parents and others may sign up to receive it via the following link <http://rgsw.org.uk/rgs-worcester/news/rgs-times>

## The Student Planner App

The Planner App provides a medium for encouraging good time management and recording homework. This will be checked regularly by the Form Tutor. We always encourage a strong dialogue between the School and home, so please can you also check regularly that your son/daughter is using this to good effect.

## The end of the day

Lessons finish at 3.45 pm although there may be after school commitments to attend. Pupils should be off site by 4.00pm unless they are in Lower School Homework Club where they will be supervised by a member of staff. After this time, pupils may go to Whiteladies, where a member of staff is on duty until 6.00pm.

For Health & Safety reasons you are asked not to drop off nor collect from outside Britannia House between 8.00am - 9.00am and 3.30pm - 4.30pm

## Extra time in examinations

If parents feel their child is entitled to extra time in examinations as a consequence of dyslexia or other learning difficulties, they should contact the Learning Development Department.

## 1.2 THE PASTORAL SYSTEM

### What is pastoral care?

There are many interpretations of this term but RGS Worcester applies the term to the practice of looking after all the children so their intellectual, personal, social, emotional and spiritual needs are met. It can, of course, involve a huge variety of issues including those relating to health, social and moral issues, behaviour management and emotional support.

Pupils at RGS Worcester are encouraged to make the most of their time here and every effort is made to remove obstacles to successful learning and to equip them with the confidence and skills to be effective learners and effective members of the community.

To achieve this we work on three levels:

- **Control** - That is the discipline system in the School that includes the giving of rewards and sanctions. A copy of the School's discipline policy is available on the Parent Portal, which outlines the aims and the procedures, which are in place. This has wider implications. Good discipline is consistent, affirms the value of each child, constructs rather than crushes and encourages individuality rather than monotonous conformity. However, this must be within an orderly environment.
- **Curriculum** - This includes the formal pastoral curriculum, which would include assemblies and the PSHCE

curriculum, which is mostly delivered by Tutors. In addition, it includes the ‘hidden curriculum’ - the ethos of the School, the day-to-day relationships between staff and pupils, the value system of the School, the opportunities for moral, spiritual, social and cultural development and the example set by staff.

- **Casework** - That is individual work with pupils who are experiencing problems be they of academic, social, emotional, spiritual or behavioural in nature. If the problem does not diminish, advice on what the next step should be is given.

## Our Pastoral Aims

- To enable each pupil to fulfill their potential, both academically and socially.
- To ensure that each pupil has access to personal, vocational and academic guidance and support where necessary.
- To provide opportunities for and encourage pupils to exercise individual and social responsibility.
- To promote in pupils the self-awareness and self-confidence that they need to face the challenges, both academic and personal, that are placed on them.
- To establish and maintain an appropriate relationship with every parent, so that together we can help to prepare the pupils for the opportunities, responsibilities and experiences of adult life.
- To create a caring environment where pupils are valued for who they are, not just for what they can do.

## The Impact of Good Pastoral Care

- It helps prevent problems both personal and academic from arising. However good the preventative work at School is, inevitably when dealing with adolescents, problems will still arise, but good quality care of pupils will mean that they are better prepared to deal with problems when they do arise.
- It will raise the standards of behaviour in School. Pupils with high self-esteem are acknowledged to behave better than those with a low self-image. High quality care will defuse situations, which will lead to enhanced relationships between staff and pupils and between pupils.
- Pupils with high self-esteem who are essentially content and well-motivated will work better.

## Responsibility for Pastoral Care in Lower School

The main focus for Pastoral Care for pupils is their Tutor who is responsible for the pastoral and academic oversight of their Tutees.

Heads of Year oversee the work of the Tutors and Heads of Section oversee their work and they are managed by the Assistant Head (Pastoral).

The first two years in the School are the responsibility of the Head of Lower School, Miss A Freeman. She, together with the Head of Year Seven, Mr S Davis, and Head of Year Eight, Mrs D Harkness, and the team of Tutors are particularly experienced in matters concerning transition into the Senior School and all the issues of organisation that confront a newcomer of 11 or 12 years of age.



## Safekeeping of Equipment and Valuables

Each pupil is provided with a school locker and a padlock is recommended. Used sensibly, books not needed for lessons or homework could be left in this locker. Valuables should be locked away in a locker or handed into Head of Year or Head of Lower School for safekeeping. In addition, large, kitbag-sized lockers are provided to all Lower School pupils. We recommend that students do not leave bags containing expensive kit or items in the changing rooms, on the bag racks or around the school site.

## The Role of the School Nurse

The role of the School Nurse is to ensure that the day-to-day health needs of pupils are met. The health and care of pupils is of paramount importance to RGS Worcester, for we know that the physical, social and emotional health of a pupil is an important part of academic success.

The Health Centre is part of our pastoral system. Here we care for pupils when they are injured or feeling unwell, support pupils with long or short term medical needs and provide an environment where they can discuss problems or worries. We also liaise with the Local Health Authority to promote health within the School.

It is imperative that the School has a current telephone number so that contact can be made if your son or daughter becomes ill during the school day.

Please be aware that pupils may not leave the school site for medical reasons without first seeking permission from a member of staff.

We recommend that a pupil should stay away from school following a period of illness until they have been symptom-free for a minimum of 24 hours.

If your son or daughter is taking prescribed medication during the school day it must be given to the School Nurse for safe keeping on arrival. A letter of authority should accompany the medication giving the pupil's name, form, prescribed dosage and time of delivery (hourly/after meals). In the event that the School Nurse is unavailable to deliver the prescribed medication, the Assistant Head (Pastoral), Dr Andrew, will deliver the medication.

The exceptions to the above are drugs required for; Diabetes (insulin), Asthma (inhalers) and Anaphylaxis (EpiPen) where pupils are encouraged to keep their medication with them at all times. Please ensure that the School Nurse is aware that your son or daughter is carrying their own medication. Spare insulin, inhalers and epiPens must be handed in to the Health Centre where they can be stored and are at hand if they are required to be used in the event of an emergency.

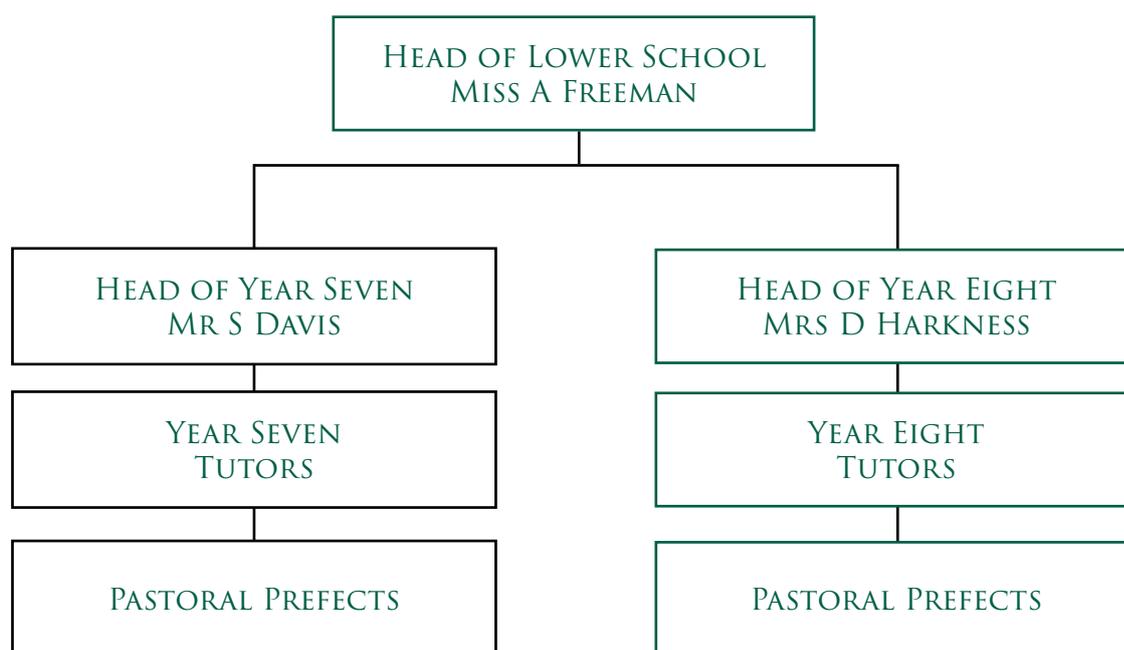
Any medication not collected by the end of the school year will be disposed of.

Should your son or daughter require medication during a trip away from school for a day, a letter of authority to the member of staff concerned should accompany the medication. For pupils away from school on longer visits, consent for the administration of medication should be given on a separate form, which will be sent with details of the trip.

Please note that whilst sun blocks and creams are strongly advisable during hot weather, these items are not



# Organisation



### 1.3 THE FIRST TWO YEARS

#### Year Seven

A great deal of time is spent making sure that pupils settle into the School properly – they cannot work well if they are not happy.

All new pupils are invited into the School. The new school year officially begins with two induction days, one before and one after the summer holidays. We hope this will ease any worries pupils may have and ease them into their new school with little or no stress. All new pupils are encouraged to use our own app called RGS Hub, which contains lots of information, a map of the School and a section on what to do in different circumstances.

#### The Form

Year Seven Forms are selected on the basis of their postcode/old school/a good gender balance and a spread of internal and external pupils in the Form. Each Form will have as its Form Tutor a member of staff who will take responsibility for seeing that pupils settle in as quickly as possible. They will take registration and the once-weekly Form Period, and keep a close eye on each pupil's Student Planner App.

## Form Period

During the form period a variety of Personal Social Health and Citizenship Education (PSHCE) topics will be covered. A typical syllabus is detailed below.

Year Seven	Year Eight
Study and Examination Skills	Study Skills/Examination Skills/Revision
Rules and Responsibilities	Relationships and Sex Education
Dealing with Situations	Friends and Friendships
Bullying	Images and Labels
New Faces, New Places	Smoking
Study and Homework	Organisation
Getting Organised	Communication Skills
Personal Hygiene	Keeping Fit for Life
Rail and Road Safety	Diet and Health
Sex Education	Internet Safety Talk
Revision and Memory Skills	Debating
Internet Safety Talk Study Skills/Examination Skills/Revision	

## Year Eight

Having now settled into the School, a second year pupil's prime purpose is to work hard, establish their academic credentials and become involved in the Co-Curricular life of the School. Form Periods continue with the same variety of input; pupils are interviewed by their Form Tutors to discuss their progress and attainment targets are set. Each Year Eight Form will take one of the weekly Lower School Assemblies, having chosen its own theme and mode of presentation. If a pupil joins the school in Year Eight, they will be assigned a buddy from within their form.



## 1.4 REWARDS AND SANCTIONS

Any behaviour which is worthy of comment, whether it be good or poor, can be recorded on the school's administrative system as either Commendations or Negatives.

### Rewards

Rewards are recorded as Commendations.

Commendations can be recorded for such things as good work, acts of honesty, helpfulness, service to the community and charity work. Pupils may also receive a letter from the Head of Year or Head of Section (Lower School) congratulating them on a particular achievement or success.

### Sanctions

Sanctions are recorded as Negatives.

Our aim is to maintain a civilised and friendly community with as little use of sanctions as possible. However, it is sometimes necessary to impose sanctions for certain misdemeanours, and the following paragraphs indicate the likely response to various types of behaviour.

### Spoken Word

The spoken word is a reprimand with a warning and encouragement. This is usually sufficient to correct poor behaviour, poor work, or lack of work or breaches of the School Rules. For repeat offences by the pupils, it may be necessary to employ other sanctions.

### Negatives

These can be recorded on the School system for such offences as late homework. They could also include infringement of the School Rules relating to uniform, hair, make-up or poor behaviour generally. An accumulation of Negatives would lead to the pupil being interviewed by the Tutor, Head of Year or Head of Section (Lower School) and parents will also normally be contacted at this time. An accumulation of Negatives will also result in a school detention.

### School Detention

Pupils can be placed in detention for poor behaviour in or outside the classroom, but not for poor work. It will last either one half or one hour (known as 1 or 2 units). Parents will be notified of this by letter from the Head of Year. Detentions are held on Wednesdays in AO107 from 4.00pm to 4.30pm or 5.00pm, depending on whether it is one or two units. These will take precedence over all other activities.

### Saturday Detention

The Head of Lower School or the Head of Year may recommend that a build-up of Wednesday Detentions warrants a Saturday Detention. Some offences may be sufficient in themselves to warrant this punishment. The Assistant Head (Pastoral) will inform parents by letter of the reason for and date of the detention. This detention will usually run from 9.00am until 11.00am in Whiteladies.

## 1.5 ABSENCE

No permission is given for absence except in the case of illness, which must be reported before 9.00am to [absence@rgsw.org.uk](mailto:absence@rgsw.org.uk) or by phone to Main Reception and followed up on the first day back by a letter to the Form Tutor. All other absences must be requested, in writing to the Headmaster, for his approval. No remission of fees will be made for periods of absence although the School does offer Pupil Absence Insurance (see Optional Extras Form).

## 1.6 WITHDRAWAL

Notice of the intention to remove a pupil from the School, or to discontinue an extra subject, must be given in writing to the Headmaster by the first day of the term at the end of which the pupil is to leave or discontinue the subject. In default of such notice a full term's fees will be charged.

## **1.7 REMOVAL**

The Headmaster may in his absolute discretion require the removal of a pupil without a term's notice, if he considers that the circumstances warrant such action. In this event, no claim shall arise for the remission nor return of any portion of the fee payable that term.

## **1.8 IN THE EVENT OF BAD WEATHER**

When severe weather warnings are issued, it may be necessary to close the School. If this decision is made before the start of the school day, BBC Hereford and Worcester will be informed by 6.40am and the school website ([www.rgsw.org.uk](http://www.rgsw.org.uk)) will carry details from 7.00am. Telephones at the School will be manned from 8.00am, and those children who do arrive at school will be looked after until their parents can be contacted to authorise their departure. If your son or daughter has a public examination (eg LAMDA) on the day, please contact the School for advice about how to proceed. If the decision to close the School has to be taken during the school day, pupils will be encouraged to contact their parents, but staff will remain on site until the last child leaves or is collected. We will liaise closely with RGS The Grange and RGS Springfield to ensure consistency across all schools.

## SECTION 2: CO-CURRICULAR INVOLVEMENT

### 2.1 AIMS

Assistant Head (Co-Curricular): Mr T Rounds (ttr@rgsw.org.uk)

Co-Curricular activities are learning experiences that complement the academic curriculum but are ungraded. At RGS Worcester this includes sport, music, drama, CCF, The Duke of Edinburgh's Award and a huge range of activities, clubs and societies that take place outside timetabled lessons; at lunchtimes, after school and at weekends.

We use the term co-curricular at RGS Worcester deliberately. Unlike some other schools that refer to it as extra-curricular, we do not see co-curricular activities as a bolt on to our students' education. The co-curricular goes hand-in-hand with their pastoral and academic development, in particular through the identification and development of skills based learning.

Our co-curricular activities are all linked to our six skills: enquiring minds, creative thinking, practical skills, teamwork and communication, community participation and lateral thinking. Students are encouraged to 'collect' these skills by ensuring they have a wide and varied co-curricular diet. The collection of these skills contributes to the 'Co-curricular Crown Award.'

### 2.2 SPORT

Director of Sport: Mr G Roots (gdr@rgsw.org.uk)

RGS Worcester recognises the benefits of school sport for the individual, the school and the community. For this reason, we provide opportunities for both competitive and recreational sport. Our sporting philosophy is explained in more detail in the Charter for Sport, which can be found in the Sports Information Booklet (<http://www.rgsw.org.uk/rgs-worcester/co-curricular/sport/>) which contains more information about sport at RGS Worcester.

#### Games

Every year group has a Games afternoon. For Year Seven this is on Friday and for Year Eight on Tuesday. On Games afternoons pupils should be changed and ready to start at 2.15pm and will leave at 3.45pm. Year Seven boys are taught Rugby Football in the Michaelmas Term, Association Football and Rugby Sevens in the Lent Term, and Cricket and Athletics in the Trinity Term. Girls are taught Hockey and Netball in the Michaelmas and Lent Terms and Athletics and Rounders in the Trinity Term. Boys and Girls in Year Eight follow the same pattern as Year Seven. As they progress through the School more options become available to them.

#### What we expect from pupils:

1. To be punctual and ready for lessons;
2. To have the correct kit and/or equipment;
3. If a pupil is unable to take part in a Games lesson due to sickness or injury, they must bring in a letter from their parents/guardians and hand it to the appropriate member of staff;



4. If a pupil is physically unable to take part in a Games lesson due to injury or illness, they should still change into their kit and take part in the lesson in another way, for example acting as a referee or scorekeeper;
5. All pupils must leave Games afternoons in either school uniform or an RGS Worcester tracksuit.

As well as Games lessons there is an extensive range of Co-Curricular sporting clubs. After school practices start at 4.00pm and finish times vary by sport and location. More detailed information can be found in the School Calendar, on the website and in the Sports Information Booklet.

### School Fixtures

We hope that every pupil will represent the School during their time at RGS Worcester. Therefore, we ensure competitive sporting opportunities for as many pupils as possible through the organisation of comprehensive fixture lists that include A and B (and sometimes C) teams in each sport.

Many of these fixtures take place on Saturdays, which are very much part of the School week during term time. Details can be found in the School Calendar and on the website. Full details of arrangements are posted on the Games notice boards and the website at least 48 hours before any fixture. Cancellation of fixtures is communicated through the website.

To ensure a high quality sporting experience for all, RGS Worcester pupils are expected to respect the following principles:

1. It is an honour to be selected to represent RGS Worcester and it is the School's expectation that all pupils will play if selected;
2. Squad members are expected to attend after school practices;
3. It is a pupil's responsibility to ensure that they are aware of arrangements regarding fixtures and practices;
4. RGS's programme of co-curricular activities depends on the full commitment of the pupil body, for this reason school activities must take priority over all other commitments and we expect pupils to be available when selected. We accept that there will occasionally be an event for which a pupil will have to miss a fixture. With suitable notice, provision can be made to fill the gap and thereby give someone else an opportunity. However, requests for absence, which are either late, or for relatively insignificant events are unlikely to be granted. **Requests for absence should be directed to the appropriate Head of Year**, who will discuss the matter with the Assistant Head Co-curricular.;
5. Should a pupil fall ill or pick up an injury that prevents their participation, they should communicate this to the teacher in charge of the activity at the earliest opportunity. This should be followed by a **written communication from the pupil's parent or guardian confirming the reason for their absence**. Sometimes illness or injury strikes after the end of the school day on Friday. In these circumstances early communication is once again vital and gives us the opportunity to make alternative arrangements. We ask that parents should email the relevant member of staff and the Director of Sport as soon as they are aware that the pupil will be unavailable with a full explanation confirming the reason for the absence. Again this should be followed by a written **communication from the pupil's parent or guardian confirming the reason for their absence**. Any pupil who is absent from school through illness on the day or morning before a match may not take part in it. School fixtures are part of school life and pupils should be dressed accordingly, arriving and leaving the fixture in school uniform and wearing the correct RGS Worcester sports kit;
6. Match officials, members of the opposition and their supporters must always be treated with respect;
7. Support is encouraged but should be positive and unbiased.

*Co curricular*

## 2.3 MUSIC

Director of Music: Mr M Hamilton ( mh@rgsw.org.uk )

Please visit <http://www.rgsw.org.uk/rgs-worcester/co-curricular/music/> to gain a flavour of music at RGS Worcester.

### Individual Tuition

We are able to give tuition for all instruments, for which parents pay separately. Lessons take place throughout the school day on a rota basis, so that pupils rarely miss the same lesson twice in the same half-term. Please email the Director of Music, Mr Hamilton, to request instrumental or vocal lessons for your child. The school does have some instruments that are available on loan for a trial period.

The Head of Year gives the Music Department a report on all pupils when they arrive in the School in an effort to encourage pupils to continue with their interests. There is also an opportunity for you to talk to the Director of Music at a Parents' Evening soon after your child starts at the School.

### Ensembles

Vocal: Junior Choir, Chamber Choir, Gospel/Pop Choir, Male A Cappella

Instrumental: String Orchestra, Baroque Trio (Perrins Ensemble), Concert Band, Junior Wind, Big Band, Little Big Band, Sax Ensemble, Trombone Ensemble, Senior Jazz Combo.

### Concerts

Dates for concerts can be found in the School Calendar or on the website. These range from a series of teatime concerts to major concerts at the end of every term: Choral Concert in Worcester Cathedral, 'Cabaret Evening', and, of course, our Carol Service in the Cathedral.

### Shows

Recent productions have included 'Romeo and Juliet', 'Alice Through Grammarland', 'Guys and Dolls' and Fame.

### Music Scholarships

Music Scholarships are available for pupils who have achieved a Grade 5 standard or higher at the end of Year Eight. Details are available from the Registrar.



## 2.4 DRAMA

**Head of Drama:** Mrs J Witcomb ( [jjw@rgsw.org.uk](mailto:jjw@rgsw.org.uk) )

There are at least three drama productions in school each year, which allow all pupils in all years to become involved with at least one dramatic activity. As well as acting, there are opportunities for pupils to help backstage on set production, lighting, sound, and props.

If pupils would like to be considered for a part, they should attend an audition. To allow actors to prepare, details are released a few weeks beforehand.

The demands of taking part in a play vary according to the size of the part involved. The commitment necessary for a pupil playing a major part is large. The director of each play will make sure that each pupil understands the size of his or her commitment from the outset, but once the parts are agreed and rehearsals start, the pupil will be expected to attend when required. A full rehearsal schedule will be provided to all cast at the beginning of the process so that pupils and parents can plan their time effectively.

### LAMDA

RGS offers peripatetic lessons in Drama. LAMDA (London Academy of Music and Dramatic Art) is communication, presentation and drama tuition whereby pupils are awarded grades and certificates through examination. LAMDA is the UK's largest statutory speech and drama awarding body and the LAMDA examinations have a reputation for excellence across the globe.

Benefits include:

- Developing a clear speaking voice, good body language and self-confidence by exploring spoken English;
- Building communication and life skills while also helping to develop team-work abilities;
- Using drama to develop, physical presence and the ability to communicate;
- Exploring a range of qualifications designed to develop advanced performance or teaching skills;
- Higher grades also give students points towards University entry.

The pupils will be able to work in pairs or individually with the chance to be entered for examinations each year.

Lessons are for pupils in Years Seven to Upper Sixth and there are a range of exams available including Acting, Devising, Speaking of Verse and Prose, Reading for Performance and Miming. LAMDA lessons are not just about creating a performer but also about giving pupils a range of transferable skills that will benefit individuals across the curriculum and beyond.

LAMDA lessons are taught by Mrs Sarah Pavlovs ( [slp@rgsw.org.uk](mailto:slp@rgsw.org.uk) ) please contact her or another member of the Drama Department should you have any questions or wish to express an interest.



## 2.5 THE HOUSE SYSTEM

House Co-ordinator: Mr M Ralfe ( [mdr@rgsw.org.uk](mailto:mdr@rgsw.org.uk) )

Each pupil is assigned to a House. Year Seven participate in inter-form events in Michaelmas term and are then assigned to a House – ready for Lent term. The relevant House colour will be reflected in the uniform; boys will wear a tie in their House colour and girls a badge. The Houses have a pastoral function; the House Leader will have regular contact with a pupil throughout his or her time in school during fortnightly House meetings. Houses also serve to develop the School’s sense of community by developing relationships between pupils in different year groups. They also provide pupils with a range of leadership opportunities, as well as providing a chance for the entire pupil body to be involved in a range of sporting and cultural activities.

House	House - Leader-	Assembly Point	Colour
ELGAR	Mr J Friend	Godfrey Brown Theatre	Amber
OTLEY	Mr D Morgan	Main Hall	Gold
WHITELADIES	Miss E Binner	Perrins Hall	Red
WYLDE	Mr J Shorrocks	Lecture Theatre	Blue

### The House Championship

Central to the House system is the House Championship – positions of the House in all competitions are converted into points, which determine the winner of the House Termly Trophy and ultimately, the House Championship.

House activities include Rugby, Soccer, Cricket, Hockey, Cross-Country, Athletics, Netball, Dance, Badminton, Chess, General Knowledge and Art. The aim is to involve a wide range of pupils, not to put increased pressure on those in school teams and the programme of House activities is organised accordingly. The programme for the term can be found on the website and in the School Calendar. **We hope that all pupils will represent their house at least once during each school year.**

## 2.6 CLUBS AND SOCIETIES

Alongside Sport, Music and Drama the Co-Curricular programme includes a range of clubs and societies that meet at various times during the week, including lunchtime and after school. A Clubs and Societies Fair is held at the start of each academic year to enable pupils to sign up for those clubs and societies that most interest them. Details of these clubs and societies can also be found in the School Calendar and on the website. Pupils who have a particular interest are encouraged to find other like-minded pupils and a member of staff, and to form their own club or society.



## 2.7 FIELD DAYS AND ACTIVITIES WEEK

There are a number of days in the year when the normal school timetable is suspended for the day. These dates can be found in the School Calendar. The purpose of these days is to allow pupils to benefit from educational experiences outside the classroom. Details of these days, timings, kit required, venue and costings will be communicated in advance for your approval.

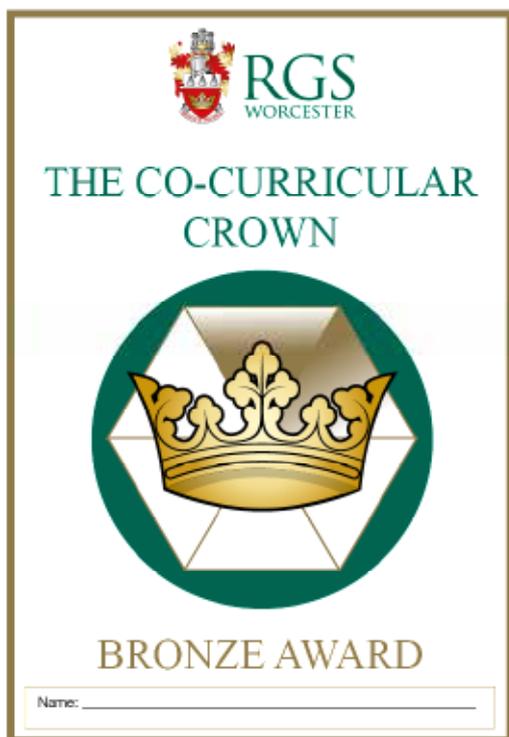
## 2.8 SCHOOL TRIPS

You will find that there are a large number of school trips planned for each academic year. For example, during the last school year RGS Worcester pupils participated in 144 educational trips and visits. Destinations included CERN, the Christmas Market in Cologne, Bletchley Park, work experience in Murcia and the exchange visit to Nantes, part of an on-going partnership that is now in its twenty-seventh year.

Major sports tours abroad occur on a regular basis, aiming to cover a range of sports for both boys and girls, so that in theory all pupils going through the School have an opportunity to go when they reach first team level.

## 2.9 THE CO-CURRICULAR CROWN AWARD

The Co-curricular Crown Award is a prestigious internal award that all students can work towards. It is awarded to students who have made an exceptional contribution to the co-curricular life of the School. The award is at three levels: Bronze (Years Seven to Eight), Silver (Years Nine to Ten) and Gold (Years Eleven to Thirteen). To achieve the award, students must be able to evidence their participation across all the co-curricular skills, have competed for their House, represented their peers in Student Voice, served their School, supported others and considered their future directions. These achievements are recorded in their 'Co-curricular Skills Passports', which will be reviewed termly. When a student has met the criteria they are awarded their relevant badge at the end of the two-year period in an assembly.



## SECTION 3: CURRICULAR INVOLVEMENT

### 3.1 INTRODUCTION

A primary focus is upon Key Learning Skills and creating independent learners. We seek to establish enthusiastic learners, self-motivated and confident pupils who foster a 'love of learning'.

Our aim in the curriculum for Years Seven and Eight is to provide a broad and balanced range of subjects which provides a variety of content and skills and which allows pupils to develop confidence and understanding as they move towards their GCSE courses. Breadth is provided by compulsory subjects in the Year Seven allocation; whilst in Year Eight pupils will choose a second language, either German or Spanish, and they will also be able to elect to continue with either Latin or Classical Civilisation. Most subjects in Years Seven and Eight are taught to form groups but setting will be employed from Year Seven for Mathematics.

The curriculum as currently planned for Years Seven and Eight:

	Year Seven	Year Eight
	Lessons per fortnight	Lessons per fortnight
English	6	6
Mathematics	6	6
French	4	4
German/ Spanish	2	2
Latin/ Classical Civilisation	2	2
Science	6	6
Geography	3	3
History	3	3
Art	2	2
Music and Drama	2	2
Design Technology (Textiles, Resistant Materials, Systems and Control)	3	2
Computing & IT	2	2
Religious Studies	3	3
PE	2	2
Games	2	2
PSHCE/Study Skills	2	2
	50	50

### 3.2 HOMEWORK, MARKING AND REPORTS

#### Homework

At RGS Worcester, we believe that homework has a number of valuable functions. It enables a pupil to acquire a number of skills, such as timing, concentration and organisation; it also helps the children to learn to take control of their own study environment in the home and to develop continuity of learning in the time between lessons.

Every year pupils will be provided with a homework timetable by Form Tutors and this will detail the subjects that are to be set for each evening. In Years Seven and Eight the average amount of time to be set for each subject is around 30 minutes with ideally three subjects per evening. Homework will be phased in for Year Seven in the first two to three weeks, to allow them time to settle. The nature of the tasks set will differ from subject to subject, thus providing challenge and variety.

Pupils will have homework set by their subject teachers via the student planner on their iPad. The planner will show details of each task, together with the date for completing it. We encourage parents to regularly check the student planner, as we believe that the responsibility between home and school is a vital part of the partnership that we seek to develop.

## Marking

Marking and correcting of work is another area of great importance as it monitors progress and rewards endeavour. Every subject department at RGS Worcester follows a policy of normally marking at least one piece of written work each week and this provides continuity and a constant reinforcement of standards for pupils. High standards of effort and presentation will be insisted upon at all times, while the purpose of each particular task will determine the way in which the work is actually graded.

## Reports

So far as feedback on academic work is concerned, each year you will receive a full written report, together with five sets of Progress Grades from Years Seven to Ten and three Parents' Evenings. The informal contact on which we both rely so heavily to check progress and monitor problems will, of course, continue to be readily available.

## 3.3 THE LOWER SCHOOL SUBJECT SYLLABUSES

### 3.3.1 ENGLISH

#### Aims

The teaching of English in the Lower School aims to develop in pupils the vital skills of reading and writing, speaking and listening. Pupils have opportunities to participate in a variety of oral activities, to express themselves in a variety of written forms and to engage with a variety of reading material, both literary and non-literary. Teaching approaches encourage pupils to take responsibility for their own learning and develop an independent approach to their studies.

#### Scheme of Work

##### a. Speaking and Listening

Oral activities are at the heart of many English lessons. Pupils develop their ability to communicate their ideas in discussion, to listen to others and to present their thoughts in formal situations such as speeches or debates. Oral work also stimulates ideas for writing, and enables pupils to formulate their views of texts they have read.

##### b. Writing

A strong emphasis is placed upon the structure, accuracy and presentation of written work. Pupils are encouraged to reflect on the writing process through drafting and correction. Pupils are taught how to write in a wide variety of forms (for example, essays, drama scripts, poems, stories, letters, critical appreciations, newspaper reports, advertising copy and magazine articles) for a range of purposes and audiences. They are also introduced to the conventions of the formal essay.

##### c. Reading

Pupils are expected to develop their abilities to read, understand, analyse and evaluate a wide range of writing. This includes literary texts (poetry, prose and drama from a variety of traditions and periods) and non-literary texts (newspapers, advertisements, letters, reference books, travel writing, magazine articles). From Year Seven, a habit of regular reading for pleasure is encouraged through a carefully considered reading scheme designed to

develop an independent taste in reading. Every pupil is issued with a Lower School Reading Passport, which contains an extensive reading list. Each time a book is read from the list, pupils are expected to complete one of the activities described on the Passport pages. Once the activity is complete, the passport is stamped, and pupils progress through passport levels. As each level is completed, pupils are awarded a certificate. There are three different levels in Year Seven and a further three in Year Eight. Pupils should try to complete one level per term, which involves the reading of three books. Regular private reading lessons are timetabled in the Library for each class in Years Seven and Eight.

We encourage pupils to think critically about their reading so that they are able to make an informed personal response to features of style and uses of language, plot development, themes, characterisation and social/historical/cultural contexts.

Teaching involves a variety of approaches designed to encourage individual engagement and active learning. The Year Seven course includes an introduction to Shakespeare through a workshop production of Macbeth, which involves every pupil in the year.

## Testing and Setting

In Years Seven and Eight, pupils are taught in mixed ability groups. At the end of the year there is a formal examination lasting an hour. Final grades in the examination also include a coursework mark, which reflects achievement throughout the year.

## Homework

Two homeworks, averaging about 30 minutes each, are set each week. Typically, one will be an assessed written piece and one will involve reading, note making or other preparation.

On occasion, pupils will be expected to read a set text over a holiday period in preparation for the following term.

Outside the classroom, there are ample opportunities for debating and public speaking, including participation in the ESU national competitions. A Lower School Book Club meets once a week at lunchtime to encourage further independent reading.

## 3.3.2 MATHEMATICS

Our aim in the Mathematics department is to provide pupils with a challenging, engaging and enjoyable syllabus, which allows them to feel confident in their ability to cope with the techniques and concepts in this subject. We cover a range of core skills and we aim to ensure that pupils will be able to tackle the fundamentals skills with accuracy, confidence and efficiency. Alongside this, the pupils look at a range of extension work which includes group work, investigations and puzzles. Some of this will involve the use of their iPad to investigate puzzles or to prepare their write up. This allows the pupils to see the wide range of skills that this subject uses and to develop their own ability to deal with a range of different challenges. We run a lunchtime club to allow some extra help with the core material or to provide the opportunity for pupils to look at extension work and many pupils use this time to look at Mathematics Competition questions.

In Year Seven pupils are setted or banded at the start of the first term following a short test on the first day and these sets are very flexible to allow individuals to find their correct level as the year progresses. Each of these sets will cover the same core material, which will be tested throughout the year and they will tackle a number of different extension exercises. Although the majority of the course does not require a calculator, there are a number of occasions when one will be needed. Homeworks will be set on the core material and there will also be times when a sequence of homeworks will be set to allow an extended piece of investigative work to be done. Sometimes this will require the use of the internet to research topics.

At the end of Year Seven the pupils are again given the opportunity to demonstrate how well they are able to execute the core skills in the end-of-year examination. The results of this are used, along with their performance throughout the year, to produce a fresh setting for the start of Year Eight and at this point the different sets

start to move along slightly different paths with each set following a route through the syllabus which seems most appropriate for that group. Calculators are used extensively throughout this year and they start to tackle increasingly technical topics. By the end of this year, and certainly by the start of Year Nine, we have the top set starting to push along much more rapidly and starting to look at very high level work. Other sets will continue to focus strongly on those topics that will ensure that all pupils are able to approach the IGCSE course with real confidence and hence that they can all achieve their very best at IGCSE.

### 3.3.3 SCIENCE

The Lower School Science course combines the best elements of an accelerated Key Stage 3 programme of study with in-house activities designed to stretch, develop and deepen pupil's knowledge and confidence in the subject.

There are four main areas of study during the two-year course. Elements of all of these areas are taught in both years.

- Scientific Enquiry
- Life processes and living things
- Materials and their properties
- Physical processes

Wherever possible, the scientific principles taught in the Lower School are explored through practical activities, with pupils adopting a very hands-on approach to their studies. The courses at RGS Worcester have been redeveloped in recent years to

- Excite pupils' interest and enjoyment in the study of Science;
- Introduce scientific concepts and phenomena that are relevant in and to the real world;
- Develop pupils' practical, research and investigative skills;
- Give pupils the skills and confidence to present scientific facts and theories in a variety of formats, ranging from short oral presentations to IT-based projects.

Over the two years of Lower School Science, pupils have six periods of Science a fortnight in both Year Seven and in Year Eight. The CASE course is incorporated into both schemes of work.

In addition to curriculum teaching, a Science Club operates on a weekly basis to further pupils' interest in the subject. Activities are varied to ensure a wide range of experience.

In both Years Seven and Eight, the course is modular in nature. After each module, knowledge and understanding are tested to ensure pupils are progressing at the appropriate pace and level. A terminal examination in May provides the opportunity for a more holistic examination of each of the individual Science subjects.



In addition to these assessments, homework is set each week. Its nature will vary, depending on the topic being studied. Possible activities include:

- Writing about experiments carried out in class, describing observations made and deducing conclusions from them;
- Work sheets of questions designed to reinforce and extend ideas learned in class;
- Simple practical investigation work to be carried out at home (for which simple, clear and complete instructions will be provided);
- Research using books and or IT sources: this may be in the form of a short project;
- Background reading from the textbooks that are issued in both years;
- Revision for topic tests or examinations.

The Lower School Science course is ultimately designed to provide a firm foundation for all pupils, to facilitate a smooth progression to GCSE Science. The Science teachers involved with the course are all very friendly and extremely willing to help. If ever there is a problem, please ask, and we will do what is possible to find a solution.

### **3.3.4 MODERN FOREIGN LANGUAGES (MFL)**

In the first term of Year Seven, French, German and Spanish are taught in rotation. During this time, pupils receive six lessons per fortnight of each language for a four to five-week period. For the remaining of two terms of Year Seven and during Year Eight, pupils opt to take two MFL subjects of their choice. Pupils then receive three lessons per fortnight in each of their chosen two MFL subjects.

#### **FRENCH**

More than 220 million people speak French on the five continents. The OIF, an international organisation of French-speaking countries, comprises 77 member States and governments. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world.

#### **Aims**

The main aim of the course is to enable learners to understand and use French for the purpose of practical communication, by developing the skills of Listening, Speaking, Reading and Writing. As far as practicable, all teaching, testing and assessment will be conducted in the foreign language. From an early stage, we place a lot of emphasis on spoken and written competency, as these are necessary for the top grades at GCSE, as well as experiencing success and enjoyment in a foreign language in the Sixth Form and beyond. At the same time, we aim to encourage pupils to become independent learners, confident and capable of finding out answers for themselves. Regular use of the Language Laboratory helps pupils with their spoken confidence and competency. At the end of Year Nine, pupils will have the possibility of studying French and another language to GCSE or they may choose to focus on French as their language option.

We also aim to promote an awareness of and sensitivity to differences in social customs and behaviour, to foster positive attitudes to the people of other countries and to enable pupils to benefit fully from travel abroad. We invite pupils at the end of Year Eight to take part in our exchange programme in Year Nine. This year will see the thirtieth anniversary of this partnership. The School receives a party of pupils from Nantes for a week in October and RGS pupils visit Nantes in March. Many pupils cite this as a landmark stage in their learning of French.

## Syllabus

The teaching is based on Studio 1 and Expo 2 (Rouge) and a detailed syllabus is available from the Modern Languages Department upon request. Lessons draw on a number of resources, including regular use of iPads to learn vocabulary and to produce written and spoken work. Teachers ensure that there is sufficient time in lessons devoted to acquiring and consolidating new vocabulary, as well as the grammar of the language. Through following the Studio 1 course, Year Seven pupils are taught how to talk about and write in French about various everyday events and circumstances including nationality, family, pets, describing people, school life, time, leisure activities, home, holiday destinations, giving and understanding directions, basic shopping, the weather and ordering a snack. In Year Eight the oral skills and vocabulary built up in the previous year are consolidated and extended, using the Expo 2 (Rouge) course. Pupils will learn how to talk in some detail about: families, daily routine, television, outings and activities, clothing, shops, food and drink, holidays, friends and pocket money.

## Homework

In each year of the course, the pupils normally receive two homework tasks per fortnight, which generally involve vocabulary learning, extended writing or further practice of what has been covered in lessons. Homework tasks are assessed in a variety of ways but pupils will always receive feedback on work that has been completed.

## Setting

In their first year, pupils are taught in mixed ability groups starting from scratch, so that those who may have little or no experience of French are in no way disadvantaged. Those who already have a good grounding very quickly find they have much to learn or revise if they are to perform well in the examinations. In Years Eight and Nine, a degree of ability grouping is usually possible. This grouping is based on both the results of the end-of-year examination and on the teacher's professional judgement of the pupils' progress and assessment scores throughout the year. Changes are normally made at the end of the year, but also at other times on the teacher's recommendation. At the end of the year the final examination is based on the same four skill areas of Listening, Reading, Speaking and Writing. Each of these skills is of equal weighting, as per the new GCSE specification.

*French*



## GERMAN

In Year Seven pupils have the chance to begin a course in German, before deciding whether this wish to pursue the subject for the remainder of Year Seven and Year Eight. With its roots in the Germanic family of languages, which include Dutch, Afrikaans, Swedish and English, many similarities with our own language can be seen: English words such as begin (beginnen), sing (singen), fish (Fisch), house (Haus), mouse (Maus) and many others have a similar equivalent in German. German is also an official language of more people in the European Union than any other; one of the world's major business languages, Germany and Switzerland are the home of many household brand names, such as Adidas, Audi, BMW, Braun, Lindt, Mercedes, Porsche, Rolex and Tag Heuer. Germany is Britain's major trading partner. Germany and Austria also represent the cultures that produced Beethoven, Goethe, Klee, Klimt, Fritz Lang and Mozart.

### Aims

The German course allows learners to understand and use the language for practical communication, whether spoken or written, and to discover the culture and traditions of Germany, Austria and Switzerland. Pupils have the opportunity from Year Eight to participate in the Cologne Christmas Market Trip and from Year Ten in an exchange visit to Worcester's twin town of Kleve in North West Germany. Our penfriend scheme in Year Eight allows real-life communication with a pupil in Kleve from the first year of study, leading to many lasting friendships. At the end of Year Nine, pupils will have the possibility of studying German and another language to GCSE or they may choose to focus on German as their language option. Historically, the GCSE results for German have been excellent.

### Syllabus

The teaching is based on the Stimmt course. Lessons are interactive and lively, designed to appeal to all learners. Pupils are taught how to use the language productively and creatively, enabling them to speak and write about various everyday events and circumstances including school, food and drink, television, friends, family and pets, shopping, house and town, leisure and hobbies. From basic language, we move to greater detail and sophistication in later years, so pupils can feel confident in their ability both in class and when visiting German speaking countries.

### Homework

Throughout Years Seven and Eight, learning in lessons is supported by regular homework. This provides pupils with the opportunity to complete or further practise what has been covered in class through writing, learning, comprehension or extension activities.

### Setting

Teaching groups are normally mixed-ability, but some ability grouping may be possible in Year Eight.

*German*



## SPANISH

In Year Seven pupils have the chance to begin a course in Spanish, before deciding whether this wish to pursue the subject for the remainder of Year Seven and Year Eight. With over 400 million speakers worldwide, Spanish is the ideal choice for travelling and business.

### Aims

The main aims of the Spanish course are to enable learners to understand and use the foreign language for the purpose of practical communication, to learn about the culture and traditions of Spain and other Spanish speaking countries and to give an insight into everyday Spanish life. We offer all GCSE candidates the opportunity to participate in an exchange with a Spanish School in Years Ten or Eleven. All four skill areas (Listening, Reading, Speaking and Writing) play equally important roles both in the syllabus and within the classroom and are practised regularly and, as far as practicable, all teaching, testing and assessment are conducted in the foreign language. Studying more than one foreign language also has beneficial effects on the study of each language, as the same skills are being developed and examined, thereby building confidence in both languages. Studying Spanish and another language to GCSE or they may choose to focus on Spanish as their language option.

### Syllabus

The teaching is based on the Mira Express course and a detailed syllabus is available from the Modern Languages Department upon request. Lower School pupils are taught how to talk in Spanish about various everyday events and circumstances including: greeting people, self-identification, family, pets, classroom, home life, directions, hobbies, describing people weather, meals and food, telling the time, buying snacks and drinks.

### Homework

Pupils have three periods of teaching per fortnight, supported by regular homework. The latter will generally involve revision or the opportunity to complete or further practise what has been covered in lessons. Normally one of the weekly homework tasks is a written exercise, while another involves the learning of vocabulary. As a rule, vocabulary and one piece of written work are formally corrected and assessed each week.

### Setting

There is some setting of groups by ability, depending if timetabling permits.

*Spanish*



### 3.3.5 LATIN & CLASSICAL CIVILISATION

In Year Seven, pupils have two taster-terms, one of Classical Civilisation leading into one of Latin, upon which to base their choice of a Classical subject for the third term of Year Seven and for the next two years.

All pupils will have the opportunity to enjoy educational visits both in the UK and abroad (traditionally, on a biennial basis to Pompeii and Rome).

#### Administration

Pupils in Year Seven have two hours per fortnight of teaching, supported by homework; Classical Civilisation will be taught in the Michaelmas term and Latin in the Lent term. Before the third term, pupils will have chosen which of the two Classical subjects to pursue.

Homework will usually involve reinforcement of new material studied in class; for Latin, this may include preparation for vocabulary or grammar tests.

There is no setting of groups by ability in either subject. Generally, Latin tends to be a subject selected by academically ambitious pupils. Classical Civilisation is not, however, to be viewed as an easy option or a 'get out', as some of the concepts and principles are quite academically challenging.

#### LATIN

As the parent of all the Romance languages of Europe (including French, Spanish, Italian, Portuguese, Romanian) and the majority contributor to English vocabulary, Latin presents pupils with the unrivalled opportunity to supplement and advance their studies in the core subjects of French and English.

#### Aims

The main aims of the Latin course are to enable learners to understand and translate the language, both for the sake of its own intellectual enterprise and for its beneficial influence on their understanding of English (and French) grammar, syntax and vocabulary. Even if pupils opt out of studying Latin at the end of Year Nine, they will have mastered a good foundation in the language.

Completing the GCSE course from scratch in fourteen terms is an entirely manageable feat, due to the dynamic way in which the subject is delivered. Results for Latin have been consistently excellent in recent years.

#### Latin Syllabus

The teaching is based around the Cambridge Latin Course, generally regarded as the industry-standard, whose resources are freely available on a very user-friendly and informative website, as e-books, and in modern, accessible and engaging textbooks. The lively and entertaining stories focus on the life of wealthy Pompeian businessman Lucius Caecilius Lucundus and his family.



## CLASSICAL CIVILISATION

As a non-linguistic option, this presents an appealing alternative for a broad spectrum of pupils.

### Aims

The main aims of the Classical Civilisation course are to enable learners to appreciate, engage with, understand, evaluate and criticise both primary and secondary sources and materials, within a range of ancient historical contexts. This is worthwhile both for the sake of its own intellectual enterprise and for its beneficial influence on pupils' work in other humanities disciplines.

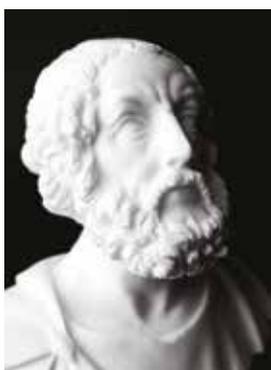
If pupils opt out of studying Classical Civilisation at the end of Year Nine, they have, even at that early stage, encountered a dozen topics, ranging from the Egyptian civilisation starting in 5000BC to the Fall of Byzantium in 1300AD.

The GCSE course has historically comprised of four papers on different classical topics, one of which is to be completed by Controlled Assessment; it is currently under review, as part of the government's curriculum reform. What is unlikely to change is the fact that it is not linear and therefore does not require pupils to have covered specific events or periods. Classical Civilisation in Years Eight and Nine therefore seeks to provide complementary coverage of a fluid range of topics, which might inform GCSE study but do not directly correlate; nevertheless, the aim is certainly to provide a firm contextual basis and substrate of knowledge which can be of benefit to GCSE pupils.

### Syllabus

The teaching is not based around any one particular textbook or course; consequently, this affords the individual teacher a great degree of flexibility to concentrate on areas of their own particular interest and expertise, and means that the scheme of work can constantly evolve to suit the needs and abilities of the pupils concerned, including any new and interesting resources or archaeological discoveries that occur.

Pupils will consider classical literature (in English – no knowledge whatsoever of Latin / Greek is required), ancient history, the cultures and achievements of the ancient civilisations – topics covered in currently include 'The Destruction and Rediscovery of Pompeii', 'The Trojan Wars', 'Greek and Roman Gods and Goddesses', 'Olympics: Ancient and Modern' and 'Hadrian's Wall – a case study in Roman Military Life'. Pupils have analysed photographs, listened to myths, read original sources, constructed models and presented research: in all, a truly multidisciplinary challenge!



### **3.3.6 DESIGN & TECHNOLOGY and TEXTILES**

#### **Aims**

In the Lower School pupils gain experience in three different areas of Design and Technology: Resistant Materials, Textiles and Systems & Control. Following a 'circus system', they gain experience in the use of materials and equipment and CAD/CAM systems in all of the workshops and design facilities. For each of the design-and-make activities a folder of design work must be completed which may be in the form of an electronic portfolio using the iPad for research work and final evaluation.

#### **Syllabus**

In Year Seven a typical circus of activities would be as follows:

#### **Resistant Materials**

Through a design-and-make activity, pupils gain experience in the use of hand and machine tools and the processes used to form wood, metal and plastics. The pupils are expected to identify a problem to be solved based around a particular theme or context. They must then work through the design process of producing ideas, a solution, making the artefact and evaluating the finished piece. The project involves the use of computer-aided design and the introduction of basic machining skills.

#### **Textiles**

In Year Seven pupils are given a design brief from which they carry out research, analyse existing products and produce a range of designs linked to a particular theme. They are given the opportunity to make one of their designs into a 3-dimensional product using a range of pattern drafting skills, decorative techniques such as appliqué, as well as the newly found skills in using the sewing machines. There may also be the opportunity to use the CAD/CAM technology that we have in the department to make a product that is of a high quality; our pupils are always keen to take their creations home at the end of a project.

#### **Systems and Control**

Products made in this option of D&T must have an electronic or mechanical system. In Year Seven pupils use electronic components soldered to a printed circuit board to construct a night light project. Computer controlled machines are used to make a box to house the components. CAD software and the laser cutter are used to make the acrylic part of the lamp that is illuminated.

#### **Year Eight**

##### **Resistant Materials**

Pupils gain further experience in the manipulation of a variety of materials. Use is made of computer-aided design and manufacturing systems. Emphasis is placed on the production of a quality product. The current project is a mobile phone holder.

##### **Textiles**

The focus this year is to develop more intricate pattern-drafting skills and more complex 3-dimensional Textile products. The theme for the design-and-make activity will be centred around an interior or fashion product to build on the range of skills acquired in Year Seven. This year the pupils are also encouraged to consider the presentation of their work and are given more scope for interpreting projects in their own way to develop more independent and creative thinking.

## Systems and Control

Pupils gain further experience in the use of hand and machine tools and thermo-forming techniques. The current project consists of the design and construction of a programmable robot. Use is made of a laser cutter and vacuum forming to manufacture the body of the robot.

### 3.3.7 COMPUTING & IT

#### Aims and Ethos

To ensure all pupils at RGS Worcester are competent and capable of using IT effectively, efficiently and creatively, both as a tool and a resource in their academic, social and later their professional lives. To have an appreciation of appropriate aspects of Computer Science and all associated technologies.

We will also focus on developing pupils' 'Digital Literacy' (dl) skills, to ensure they are equipped to use IT throughout the curriculum. The newly introduced 'Computer Science' (CS) studies will allow pupils to explore not only how to use computer programmes but essentially how they are made. Computer Science contributes to pupils' wider development of cross-curricular skills of problem-solving, logical reasoning and academic rigour.

#### Introduction

All pupils in Years Seven and Eight are taught Computing and Information Technology for an hour each week. In addition to learning how to use computer and mobile device operating systems, pupils are taught how to use the School IT network. They are taught how to save and access their work on various network servers across the School and how to utilise network peripherals and resources.

Basic application usage is covered throughout the course, as well as an introduction to email and appropriate use of the Internet. Emphasis is made throughout with regard to the School Internet Access Policy, the full document being available online on our Intranet site at <https://schoolweb.rgs.org.uk/iap/> Pupils will also be taught how to use Schoolweb – our Intranet and virtual-learning environment. <http://schoolweb.rgs.org.uk>

Upon entry to the School, every pupil is set up with their own user account and provided with a User ID, which allows them appropriate access to the School's system. Their user name will comprise, where possible, their surname followed by their first initial, all in lower case. Where duplication exists, the User ID will take further initials. From this it is possible to determine each and every pupil's email address in the form [username@rgs.org.uk](mailto:username@rgs.org.uk)

#### Elements of the Course

Pupils undertake a course consisting of the modules detailed below:

Basic Concepts of IT, using the RGS Worcester network and file management, navigating the RGS Worcester Intranet, word processing, document layout, desktop publishing, spreadsheets, databases, presentation, informatics skills, use of email, handling and manipulating digital images, website creation and related technologies, use of digital-still cameras and digital-video cameras, technology in the workplace and emerging technologies.



In the Computer Science element of the course pupils will be introduced to programming and will use Scratch and, later in Year Eight, Python. They will use Flowol for developing and solving flowcharts, Sketchup for 3D modelling and will be introduced to legal and ethical issues surrounding the use of the Internet.

This course is taught by teacher-led example and exposition and is fully supported by proprietary material on the School's Intranet site.

### 3.3.8 GEOGRAPHY

#### Aims

- To gain knowledge of geographical phenomena at three levels: the world, national (studies of UK, France and China) and locally, around Worcestershire;
- To develop skills including map work, photographic interpretation, the use of primary and secondary evidence and IT;
- To introduce aspects of people's use of land, resources and the environment and the issues caused by this interaction;
- To explain geographical patterns, both human and physical, and their relationship.

#### Syllabus Year Seven:

- Atlas work – mapping of UK and world phenomena, latitude and longitude, map interpretation;
- Ordnance Survey Map work - using a map, scale, map symbols, grid references, contours, cross-sections, field sketching, compass points. The Department is able to provide free access to the Ordnance Survey website;
- Weather and climate - measuring weather, rainfall types, UK climate and the chance to produce an individual study;
- The Ice Age - characteristics, processes, landforms and effects on human activity;
- Coasts – processes, landforms and management;
- Settlement – sites, functions and Worcester as a case study;
- The use of the iPad;
- Textbook – 'Geog 123' published by Oxford University Press.



**Year Eight:**

- The European Union – capitals, relief, climate and population distribution;
- Fieldwork – Worcester – Broadway Field Day collecting data for an individual task-based study;
- Focus on France – physical areas and a study of the Camargue region;
- Rivers - processes, landforms and human uses;
- Coasts – processes, landforms and management;
- China - Background, physical geography, population and transport;
- Using the iPad- Researching and presenting data;
- Textbook – ‘Geog 123’ published by Oxford University Press.

**3.3.9 HISTORY****Aims**

- To develop general and subject specific skills, which will be transferable to other subjects - skills of investigation, evaluation of evidence, forming of balanced judgements and communicating in a variety of forms. Particular emphasis is placed upon reading and analysis of sources;
- To provide an insight into understanding the pupil's own world through the study of causation, change, continuity and terminology. Also, to engender an appreciation of diversity of cultural expression and of individual opinion, a respect for evidence and careful judgement, and a culture of debate and respect.

**Syllabus**

The Year Seven course comprises a range of topics from the Middle Ages to Early Modern times (1066 to 1558). Two pieces of coursework are undertaken during the year to assess skills in research, evaluating sources, making judgments and structuring an argument. These contribute 20% of the final end-of-year examination.

The Year Eight course comprises a study of the reign of Elizabeth I and the origins and significance of the Civil War in the making of the United Kingdom. During the year, pupils again undertake two pieces of coursework, testing the same range of skills as before and contributing 20% to the final end-of-year examination. They will also explore the Industrial Revolution and the development of the British Empire.

The Department has a strong connection to the RGS Debating Society, and to the charity Amnesty International.

**Homework**

Thirty minutes weekly in Years Seven and Eight.

**3.3.10 RELIGIOUS STUDIES****Aims**

- To encourage pupils to develop positive attitudes to their learning and to the beliefs and values of others;
- To encourage self-awareness, respect for all and open-mindedness;
- To develop the capacity to engage with questions of meaning and purpose;
- To develop listening and thinking skills.

## Syllabus

### Year Seven

- What is belief? What makes someone religious? What is the difference between fact, opinion and belief?
- Code breaking – myths, symbols and rituals.
- What do people believe about God.
- What happens when we die?
- Authority – sacred writings?
- What does it mean to be human?

### Year Eight

- Prejudice
- Poverty
- War and peace
- The Environment

### 3.3.11 ART

The syllabus covering the first two years of Art at RGS Worcester in some respects builds on that required by the National Curriculum Key Stage Three and gives experience to all pupils in the formal elements of Art and Design, which includes line, tone, colour, space, composition, form, texture, and pattern. These are taught through the mediums of drawing, painting, print-making, mixed media, sculpture, photography and digital manipulation along with critical and contextual studies. It provides a basic 'primer' of Art and Design and follows the tenants of the National Curriculum's three strands of Investigation, Understanding and Making.

This multi-stranded approach enables pupils to make a realistic choice of option for Year Nine and equips those who are not continuing to GCSE with sufficient skill and understanding to enjoy the subject as a leisure activity both through looking and doing. Many of the key learning skills taught in Art during Years Seven and Eight are transferable and enable pupils to perform imaginatively and sensitively in many other areas of the curriculum. Presentation skills are highly valued along with encouraging an ability to evaluate in respect of their own work guided by the Department's 'criteria 4 success' method for improvement and success.

Pupils are introduced to a wide variety of art from many periods including assimilating work from other cultures. All projects are linked to historical or modern movements as well as contemporary art. This enables pupils to make connections with other subjects such as English, History and Mathematics that strengthens their understanding, ambition and interest. A Field Day visit in Year Eight enable pupils to benefit from working in outside locations with arranged gallery visits such as the Pitt Rivers Museum in Oxford.

The department has well equipped studios with a dedicated teaching classroom 'Picasso' for Years Seven and Eight with Wi-fi and computers. Throughout Years Seven and Eight, an emphasis is placed on developing primary observational skills through drawing since drawing is the foundation visual skill on which others hinge. Work is based on a variety of sources, which include first hand observation, the pupil's imagination and secondary sources. Whatever the starting point, projects conclude with an outcome that might take the form of group work alongside individual responses, to foster team work and an appreciation of others' abilities. The fluent development of outcomes is considered premium and pupils are encouraged to develop Key Skills both in class and in their homework.

Pupils have 20 minutes homework time per fortnight in Year Seven rising in Year Eight to make an hour in a fortnight for extended assignments such as producing a written analysis of a work of art. A variety of written frameworks are employed in the analysis of artworks that enable pupils to develop a specialist art critical vocabulary.

Homework forms a creative extension of classwork and supplement practical class work and provide an opportunity for independent learning. Pupils may use the department outside lessons to continue practical work and they are welcome to work in the department during designated lunch times or after school during activity times.

In Years Seven and Eight, work is presented in individual A3 folders and regular displays are held in both Central Hall and the Refectory of pupil's work. Exhibitions of work from these years are also held in other schools such as RGS The Grange and RGS Springfield. Projects are assessed regularly in line with department marking policy and the teaching schedule.

The Department believes that along with the pupil, the teacher is the most important creative resource. This approach enables staff to be creative in their teaching and allows pupils to produce a wide variety of work in response to the content of each project based on the formal elements. Some work is produced collaboratively to foster team-building skills such as projects on the Great War or making sculpture monsters from recycled materials. The range of the work produced is varied and sometimes on a significant scale and importance is placed on producing high quality work for presentation or exhibition, so communicating the value of Art to a wider audience.

### **3.3.12 MUSIC**

Music is taught for half of both Year Seven and Eight and can then be continued as an option in Year Nine and beyond. All pupils are required to perform on an instrument in class, with recorders issued to pupils who do not have instrumental lessons. Pupils are taught how to read basic music notation, to play with a sense of pulse and how to improvise over a simple chord sequence.

As part of the Schools Digital Learning Programme pupils use ipads in music lessons to study instruments of the orchestra and beyond. Video and audio of solo and ensemble performances vividly illustrate the sounds of every instrument in a far more powerful and informative way than a textbook possibly could. In Year Eight this work is extended to cover aspects of music theory when all pupils work at a level commensurate with their needs. Pupils who do not take individual music lessons use ipads to improve their music reading skills, while those who play and read music already study more advanced harmony topics

Pupils who play a musical instrument, or have a good voice, have the opportunity to take part in one or more of the many activities that the department runs outside the classroom.

### **3.3.13 DRAMA**

Drama is taught for half of both Year Seven and Eight and can then be continued through Year Nine, GCSE and to A Level.

During these first two years, many skills are introduced to enable performance in front of an audience. Pupils will also learn how to be a valuable group member, putting together pieces in a small group of four or five ready to present in front of the teacher. Some pupils may have an interest in costume, stage make-up and lighting and will be given an opportunity to develop these interests further. They will learn how to write a script and then to present it.

Some of the better pieces, which have been created in the lessons, will be performed at lunchtime in front of a bigger audience.

Most of the tasks take place over 2-3 weeks followed by presentation of the polished result. Besides creating their own scripts, pupils will also look at extracts from famous plays and try to perform some of them, sometimes preparing a piece to present on their own!

The better actors will be invited to audition for the Lower School play in June. Rehearsals for this begin in late April.

There is not very much sitting around in this subject. Like Drama is a practical subject and pupils will be on their feet, exploring ideas and then performing for most of the course! This subject is a lot of fun and allows use of imagination but does involve having to learn lines and research.

### 3.3.14 PHYSICAL EDUCATION & GAMES

#### Aims

The aims of this department are to develop and stimulate

- physical competence;
- physical development;
- an appreciation and an understanding of the benefits of exercise;
- self-esteem through success in physical activity;
- an ability to cope with success and failure;
- interpersonal skills;
- problem-solving skills;
- an awareness of safety for themselves and others.

#### Physical Education

Pupils in both year groups will have one period each of Physical Education and Games per week.

The Year Seven programme for PE gives the boys opportunities in swimming, gymnastics, badminton and athletics and for the girls, swimming, gymnastics, tennis, rounders, dance and badminton plus Multi Skills for both.

In Year Eight the PE programme for boys will consist of half-a-term of basketball, badminton, gymnastics, HRE and athletics. For girls the programme will consist of rounders, badminton, gymnastics, tennis, dance and Health Related Exercise.

#### Games

Year Seven boys are taught Rugby Football in the Michaelmas Term, Association Football in the Lent Term and Cricket in the Trinity Term. Girls are taught Hockey and Netball in Michaelmas and Lent Terms and Athletics in the Trinity Term. Boys and girls in Year Eight follow the same pattern as Year Seven. As they progress through the School more options become available to them.

**No jewellery** is to be worn in any PE or Games lesson. **This includes earrings covered by tape.** If your child wants to get their ears pierced, we advise that it is done at the start of the summer holidays, otherwise they will have to be removed.

If your child is unable to take part in the lesson physically, they will need to provide a letter from home and they will be expected to change and will take on a different role, e.g. referee, scoring, umpiring etc.

### 3.4 THE SCHOOL LIBRARY

Head Librarian: Mr S Plant (stp@rgsw.org.uk)

Librarian: Mrs S Kelland

The School Library is a well-stocked and welcoming place in which to enjoy reading and share an enthusiasm for books. Throughout the year, it is the venue for various school clubs and plays host to events such as author visits and talks. It is situated above Eld Hall in the Main Block and comprises the following areas:

- a. Main Library
- b. Junior Reading Room
- c. Silent Study Area/Computer Room

The Library was officially opened in February 2001 by the Poet Laureate Andrew Motion and holds over 16,000 books, plus a collection of other resource items including DVDs and CDs. The stock is carefully selected and maintained to meet the needs of all the pupils and staff.

Pupils are welcome to visit the Library during breaktime, lunchtime and after school, when books may be borrowed, or you can simply sit and enjoy reading. In Years Seven, Eight and Nine pupils also have regular English lessons in the Library.

In pupils' first English lessons they will be given a tour of the Library and shown how to use the on-line catalogue. They will also be given a Reading Passport: this is designed to help and guide you to develop your reading and to explore new books. For each book read, pupils complete activities in order to collect stamps, which eventually lead to certificates and rewards.

### 3.5 LEARNING DEVELOPMENT

**“To be what we are, and to become what we are capable of becoming, is the only end in life.”**

**Robert Louis Stevenson**

The Learning Development Department at RGS Worcester plays a vital role in the school's learning process. Not only do we aim to minimise the effect of any barriers to learning, we also aim to maximise the potential of all pupils to become independent thinkers and learners.

At RGS Worcester we offer a range of comprehensive provision to promote the development of learning:

1. **within class:** through differentiation, setting, banding, group structure, resource, support, task ~ taking into account the individual abilities and learning styles of the pupil. LD teachers may go into class to team-teach with teachers or observe, in order to give more specific advice to help pupils or to monitor progress;
2. **through OLPP** (Optimising Learning Potential Programme) ~ a specially devised programme for developing good learning habits, study skills, revision strategies and examination techniques delivered through PHSCE;
3. **co-curricular** classes and workshops, and extension programmes and peer-mentoring;
4. **school intranet** ('Firefly') – the LD area on 'Firefly' alerts pupils as to the time of their LD sessions and also provides a place for resources to be 'posted' for pupils;
5. **individual lessons** with a specialist, experienced teacher to ameliorate pupils' weaknesses and provide them with the strategies to cope independently and confidently in the classroom. These will normally be of 30 minutes duration. For some pupils, short-term support is all that is required, whilst for others support is ongoing and reflects the pupils' changing needs. For some pupils, a flexi-support system is also available, where pupils request sessions, as and when needed.

The sessions operate on a rotational timetable basis to minimize adverse impact upon classwork, or utilise 'free' time. Fixed sessions are also available before school, during lunchtime and after school. Sessions may be weekly on a regular or flexible basis. Sessions are arranged by the Learning Development Co-ordinator who will notify pupils via Firefly, taking into consideration planned events, examinations, PE sessions or other timetable anomalies. Pupils who have 'flexi-support' are encouraged to make their own appointments with the Learning Development Co-ordinator.

#### **Individual lessons:**

1. It is expected that the main focus of individual lessons in the Lower School will be on improving aspects of basic skills: literacy, numeracy, memory, cognitive skills, but may also include specific subject support, study skills, revision skills and examination strategies, or cross-curricular skills of analysis, planning and organisation etc. We currently have three very experienced specialist teachers within the Department who can cover all subjects across the curriculum. To encourage the transfer of skills and make the sessions relevant to the pupil, the content of the sessions will be closely linked with classwork, wherever possible. Twice-yearly testing of reading and spelling and any other areas of weakness measures progress and informs future planning. Lessons may also involve further investigative testing. Full formal assessments can be arranged

through the Head of Learning Development.

2. Specifically tailored, bespoke intervention programmes can be devised as necessary. These can focus on reading, language, handwriting, sound therapy, working memory and/or processing, helping pupils with difficulties with structure and organisation; or study skills, revision and examination techniques.
3. Individual teaching involves a range of appropriate multi-sensory techniques and is personalised to each individual's learning style, as well as their particular needs. The Department is well-resourced with excellent facilities; a wide range of appropriate learning materials and aids to ensure that 1:1 experience is always stimulating, never threatening;
4. Parents are informed as to progress as part of the School's routine reporting system;
5. The cost of individual tuition is reviewed each year. The cost to parents is usually per term or, for pupils who have occasional or ad hoc lessons, per session. Parents will not be charged for absences through illness or other legitimate reason, but wherever possible, alternative sessions should be re-scheduled. In the event that pupils do not turn up for their lessons, the Learning Development Co-ordinator will investigate.

The Learning Development Department recognises the importance of effective and regular liaison with all departments and each subject department has a designated Learning Development link person who helps to facilitate the sharing of good teaching practice and members of the Learning Development team will visit Faculties to advise and support colleagues. We also work closely with the pastoral care staff, and professional practitioners and professional bodies, such as JCQ, BDA and PATOSS. Teachers are kept informed of the latest Government directives or legislation, current issues or the latest research. More important is the partnership between the School, the parents and the pupil. Thus, we operate an open-door policy for parents so that concerns can be immediately discussed and quickly addressed. We encourage the active and full participation of the individual pupil in the design of their learning programme and in the evaluation of their learning experience.

Over the years, a great many of our pupils with specific learning difficulties have done very well at RGS Worcester. After appropriate support, many have gone on to achieve highly and secure places at premier universities. As one former student, having recently achieved a MSc, wrote:

"The support I received from the Learning Development Department made a huge difference to me. It allowed me to develop ways of coping with my problems, develop self-confidence and resilience."

### 3.6 GIFTED AND TALENTED

At RGS Worcester we are keen to develop every child's potential and particular aptitudes through challenge and extension both in the classroom and in every other sphere of activity in which we engage, whether it be on the sports field, on stage, in the workshop or any other form of activity to be found here. We do not keep a Gifted and Talented register as such because we do not want such challenges to become the preserve of a minority or withheld from those who would enjoy them and benefit from them.

## SCHOOL RULES

It is the School's expectation that all pupils will behave with mutual trust, respect and courtesy at all times. We expect our pupils to be presentable, confident and independent young people who enjoy their time at RGS. It is our aim that members of the community should act in a civilised and supportive manner. These rules are designed with these aims in mind. They are not intended to cover all forms of conduct but to offer guidance. It is hoped that good judgement will prevail at all times. School Rules apply to pupils from the time they leave home in the morning until they reach home in the evening and at any time when they are involved in School trips or functions.

### Dress and Appearance

1. Pupils are expected to take a pride in their personal appearance. Clothes should be kept clean and in good order.

2. Hair should be neat and avoid extremes of fashion. No hair style should obscure vision. Heads of Year or Heads of Section make the decision as to what is acceptable.
3. Jewellery may not be worn by boys below the Sixth Form. For girls below the Sixth Form a small, plain ear stud is allowed. In addition, a discreet necklace indicating religious beliefs, eg a simple cross on a fine chain, are allowed. Sixth Form pupils must follow the guidelines laid down in their clothing regulations.
4. Nail varnish, other than clear, cannot be worn by pupils in Lower School and Middle School.
5. Eating or drinking on site is only allowed in the dining room, in the Sixth Form Centre Common Room and outside on benches. Eating in transit is not allowed.
6. Chewing gum is forbidden on the School site; it must not be brought in nor consumed on the School site.
7. Pupils are not allowed to consume, nor have in their possession, carbonated drinks (except for carbonated water) on School premises. The only exception to this is that Sixth Form students are allowed to consume drinks purchased in the Sixth Form Common Room, but they must consume them in the Common Room
8. Eating and drinking in the street are not allowed.
9. All litter must be disposed of in litter bins.
10. Pupils should conform to the School clothing regulations. All pupils may not leave the School in home clothes unless granted permission by Head of Year or Head of Section. All pupils must leave Games afternoons, fixtures or after- school practices in either School Uniform or in an RGS tracksuit.

### Attendance

11. No pupil may be absent from School, except for ill-health, unless prior permission has been obtained from the Headmaster or Deputy Head.
12. All known absence requests must be submitted to the relevant Head of Year for consideration by the Deputy Head.
13. Pupils in the Sixth Form may leave the School site at morning break and at lunchtime. Pupils in Years Ten and Eleven may leave the School at lunchtime. Year Seven, Eight and Nine pupils may not leave the School site during the day.
14. All pupils are expected to take part in School activities as required. This includes activities, for example sports fixtures, that take place at weekends as these form part of the School week during term time.
15. Any pupil absent from School through illness on the day or morning before a match may not take part in it, except in exceptional circumstances.
16. Activities advertised in the School Calendar have precedence over others, except School Detention.
17. No pupil should be on site before 7.45am. No pupil below the Sixth Form should be on the School site after 4.15pm unless in the Library or attending an organised School activity such as Homework Club. The Sixth Form are allowed to be in Gordon House until 5.30pm.
18. Pupils must report to their Form Tutor for morning Registration by 8.35am. If pupils are late for morning Registration four times in one half term period, they will be issued with a two unit (one hour) after school detention and if they are late eight times in any given half term period, they will serve a Saturday detention.

### General

19. Breaches of the law are by definition breaches of School Rules.
20. Pupils are expected to behave appropriately at all times and breaches of the expected levels of

behaviour either during a lesson or outside a lesson will result in a pupil being awarded a sanction as deemed appropriate by a senior member of staff.

21. The use, possession or arranging the supply of cigarettes (including e-cigarettes of any description), tobacco, alcohol, fireworks, lighters, matches, any dangerous implement or illegal drugs are forbidden. Any student using or in possession of illegal drugs renders himself or herself liable to expulsion.
22. Licensed premises are out of bounds to all pupils throughout the School day. Any pupils clearly identifiable as members of the School are forbidden access to public houses at any time.
23. Motorised vehicles are not allowed on School property and should not be used during the day without permission from the Head of Sixth Form, except to convey pupils to and from School. Pupils are not allowed to carry other pupils without both sets of parents' permission.
24. Bicycles must be wheeled and not ridden anywhere on the School grounds and they must be wheeled in or out of the School gates. Students are required to wear helmets and are advised to wear a hi-visibility jacket when cycling and to use lights as required.
25. Pupils are not allowed into the Sports Halls, Lecture Theatre, Eld Hall, Godfrey Brown Theatre, Science Laboratories, the Design Technology and Art departments or Reprographics except in the presence of a member of staff.
26. Everyone is expected to keep to the left when moving along corridors, pathways and wherever traffic is flowing in both directions. Running is not permitted indoors or any outside area other than the playgrounds.
27. Any loss of, or damage to, kit or property and any damage of School or neighbouring property must be reported to the pupil's Tutor. The School does not accept liability for the loss of, or damage to, personal property and parents are advised to have appropriate insurance cover.
28. Considerable sums of money or articles of value should not be brought to School unless essential and then should be given to Main Reception for safe-keeping.
29. Ball games are permitted only in the playgrounds and then only if supervised.
30. Personal music systems may only be used whilst the pupil is seated. They must not be used during lessons and registration periods unless the supervising teacher gives permission. Mobile phones may not be used during the School day unless the supervising teacher gives permission. Sixth Formers may use mobile phones but only at break and at lunch and only in Gordon House. The taking of photographs, videos or recording of sound is not permitted unless permission is given by the supervising teacher as well as any pupil involved. Permission must be explicit, not implied.
31. iPads can only be used in lessons with the permission of the teacher in charge. iPads and mobile phones must not be used to make audio or video recordings or take photographic images during the school day unless permission is given by a member of staff as well as any pupil being recorded. The consent must be explicit, not implied.
32. iPads should not be used when walking around the School site. iPads should not be used in School to access any form of social media or games. For further information on use of iPads in School, please refer to Acceptable IT and Internet Use Statement in the IT Acceptable Use Policy.
33. The crossing of Little London must only be undertaken via the zebra crossing by Biology gate. When crossing the Tything, pupils should use the pedestrian crossing only when the lights indicate it is safe for them to do so.
34. Inappropriate contact between pupils is not permissible.
35. Food and drink purchased in the dining room must not be eaten outside the hall. Cups and cutlery should not be removed from the dining halls.

36. The playgrounds are out of bounds unless a member of staff is present.
37. If a member of staff fails to arrive at a lesson, a member of the class should inform Whiteladies Reception after ten minutes.

### Health and Safety

Pupils must familiarise themselves with fire evacuation procedures and assembly points.

They should use their common sense with regard to their own safety and they have a responsibility not to endanger the safety of others. Any accidents, near misses or potential risks to the health and safety of students, staff or visitors must be reported to Whiteladies Reception immediately.

School Rules may be amended from time to time and, with any such amendments, shall apply to all students as long as they continue to be pupils at the School. Policies relating to Safeguarding, Equality of Opportunity, Health and Safety, Anti-bullying are all available to view at [www.rgs.worcesterschools.org.uk](http://www.rgs.worcesterschools.org.uk)

### RGS POLICIES

The most up to date versions of the following RGS Worcester Policies can be found at <http://www.rgs.worcesterschools.org.uk/rgs-worcester/why-rgs/policies/>

Ethos and Aims

Admissions Policy

Educational Equal Opportunities

Anti-bullying

Safeguarding Children

Acceptable Use of IT

Complaints Procedure

Health & Safety

Means-Tested Bursaries and Scholarships Policy

## UNIFORM LIST

- Summer Uniform (optional) may be worn in Trinity Term. Summer dresses must not be worn above Year Eight.
- The House Badge for girls is available from School and ties from SchoolTogs.
- All hair accessories must be navy or green and hair of shoulder length or longer must be tied back in Years Seven to Nine; and where required by departmental risk assessment for all years.
- The School has been concerned about the weight of books and other equipment pupils are carrying on their backs, in often unsuitable bags. This is causing stress on immature spines and potential back problems in the future. We recommend a bag produced by the National Back-pain association, which is sold at SchoolTogs. Bags must be of a dark colour, plain without logos etc. Canvas or other bags which have been hand decorated or defaced in any way are not permissible. A kit bag (navy or green) and a boot bag for sports shoes are also needed. All bags brought to School must be named.
- All pupils should have a mouth-guard and these can be obtained from some dentists or from chemists eg Boots.
- Astro trainers are an optional, but recommended, item for hockey players.
- For all Sport and PE kit, please follow this link: [Sport and PE kit](#) If you have any queries, please contact Mrs Catherine Bates or Mrs Jill Gaynor-Smith

## Marking of Clothing

- All property brought to School must be clearly named. This includes bags, every item of personal clothing, Games clothing and shoes.
- All Games clothing must have the pupil's initials sewn into the fabric, in white on coloured material and in blue on white material. Letters should be about 3-4cm high. These should be located on the bottom of the left leg on shorts or skirts and on the left breast on shirts and singlets.
- Name tapes must be sewn into each garment. Both the top and trousers of the tracksuit must be named.

## OFFICIAL SCHOOL CLOTHING MAY BE OBTAINED FROM:

Clothing:

SchoolTogs 31 New Street email: [rgspa@rgsw.org.uk](mailto:rgspa@rgsw.org.uk) -Tel: 01905 28658

Second Hand Items:

Second Hand Shop at the School Worcester. For opening times check Calendar - Tel: 01905 613391

<b>Uniform</b>	Yr 7-8 Girls	Yr 7-8 Boys	Yr 9 Girls	Yr 9 Boys	Yr 10-11 Girls	Yr 10-11 Boys
September 2017						
Blazer	✓	✓	✓	✓	✓	✓
RGS Charcoal Grey Trousers	Optional	✓	Optional	✓	Optional	✓
RGS Worcester School Skirt to be worn on the knee	✓		✓		✓	
Shirts	Pale Blue Open neck	Pale blue	Badged White Fitted	White	Badged White Fitted	White
Summer Shirt (Short Sleeved with badge for Boys/no badge Girls)	Optional Pale Blue	Optional Pale Blue	Optional White	Optional White	Optional White	Optional White
School Summer Dress	Optional		None		None	
Pullovers or jumper, V neck plain rib (or cardigans for girls if preferred)	Navy	Navy	Navy	Navy	Navy	Navy
House Identification	Badge	Yr 7 Tie Yr 8 House Tie	Badge	Tie	Badge	Tie
Socks/Tights	Navy socks long (winter); short (summer); 70 denier navy tights	Dark Grey or Black	Navy socks long (winter) short (summer); black or flesh-coloured tights	Dark Grey or black	Navy socks long (winter) short (summer); black or flesh- coloured tights	Dark Grey or Black
Shoes as per style guide	✓	✓	✓	✓	✓	✓
<b>Outer Garments: navy-blue, charcoal grey or black. Overcoats, raincoats, duffle-coats and anoraks are allowed.</b>						
White Lab coat	✓	✓	✓	✓	✓	✓
Scarf: School; plain navy; plain black	Optional	Optional	Optional	Optional	Optional	Optional
Gloves: navy or black	Optional	Optional	Optional	Optional	Optional	Optional

