

SUMMARY OF CHANGES MADE TO SCHOOL POLICIES FOR APPROVAL BY THE BOARD OF GOVERNORS

Appendix A: Admissions Policy

- Updated to reflect that we are no longer members of the consortium running entrance examinations

Appendix B: Anti-Bullying Policy

- The wording of the definition of bullying was slightly altered to include children who are looked after by the local authority or are carers.

Appendix C: Complaints Policy

- We have amended the make-up of the panel of Governors who will listen to complaint (stipulating they would not have been involved previously)
- We have added a time frame to indicate how long it will take for parents to hear from the Town Clerk the outcome of the appeal.
- We have reflected explicitly the ISI regulations about keeping logs ready for inspection by ISI or DfE or Ofsted.

Appendix D: Curriculum and SMSC statement

- Includes new references to promoting independent thinking and critical thinking skills
- Updated to reflect the fact that we provide pupils with knowledge that promotes their well-being and protects them from harm. This is something we already did in practice but was not in policy. It is part of our safeguarding efforts.
- We have introduced the word "impartial" to qualify the careers education as per ISI regulations.
- We have made explicit reference to preparing the girls for life in modern Britain
- We have introduced the description of the school as non-denominational

Appendix E: Educational Visits Policy

- The procedures have been rewritten to take account of the new policy regarding day trips in London which was approved by the Board in the Autumn.

Appendix F: EAL

- No changes but needs to go to BOG after 3 years.

Appendix G: Predicted Grades Policy

- Updated to pre and post A Level predictions now being provided to Year 12 via email
- Updated policy to state that international application policy is same as UK application policy

Appendix H: PSHCEE Policy

- Updated safeguarding section

Appendix I: Reporting Policy

- Updated to reflect that we no longer use effort grades on reports and we no longer use attainment grades on reports for Year 9 and below.
- Updated to reflect the fact that Prep students sit nationally standardised tests and these results are reported to parents
- Updated to reflect the fact that attainment grades are not reported to parents in Year 8 and 9 following summer exams. Instead attainment is described in reports. Parents are informed if attainment is a cause for concern. Grades are still kept for internal use to track students attainment.

Appendix J: Assessment and Recording Policy:

- 1.5: Effort grades should not be used rather than being used with caution
- 1.7: Teachers should give students time in class to read the comments they get back on marked work. Students should be encouraged to write down oral feedback given
- 1.8: Students should be given the opportunity to demonstrate they have understood and made progress towards achieving targets set
- 3.4 Departments should specify how frequently teachers should mark work in their assessment policies. This frequency will be made public at the start of each academic year. Departments' decisions have to be approved by the Deputy Head (Academic). This is instead of a whole school marking frequency of every 3 weeks. This was considered too blunt a target. In some departments a teacher should mark more frequently, marking frequency also depends on the students' age. In some departments less, for example if a student has only one lesson per week in that subject. The old target was too blunt to be useful and it made it unnecessarily difficult to hold teachers to account. With more useful targets it will be easier to create uniformity within departments (desirable) rather than aim for uniformity across the school (inappropriate). By ensuring the Deputy Head (Academic) approves departments' targets for marking this ensures that similar departments will have similar targets and that all targets are appropriate.

Appendix K: Safeguarding and Child Protection Policy

- None of the changes is substantial but there are a number of clarifications.

- More emphasis has been put on the need for early help and the regularity of staff training and the importance of whistleblowing.
- In addition, new paragraphs have been added at
 - 2.1.9, 3.1.2, 3.1.9, 4.5, 4.6.2, 9.5 and 12.2.8
- Annex A definition of abuse updated
- Paragraph added to the end of Annex A to clarify dangerous behaviours.

Appendix L: Sex Education Policy

- This is a substantive update to the Policy addressing safeguarding issue along with an updated Appendix 1

Appendix M: Work Experience Policy

- Updated policy to specify that Y11 have a two week window and have insurance for this whilst Y12 and Y13 are supported to find placements in holiday time but are not covered on insurance. Details of their placements are collected and sent to parents who are then asked to agree to take parental responsibility
- Online forms links have been updated
- School admin form has been deleted as spreadsheet now used
- Wording of email to be sent to the Head of Careers for Parents to agree to take responsibility for their daughter
- Statement added to clarify that Y12 and Y13 placements organised through a school contact require forms AND parental responsibility
- Added that teachers can call instead of visiting students on placement if circumstances mean a visit is not possible
- Statement added to clarify that once info re placements has been sent to Y11 parents, if no further contact made then school to assume parents are happy with placements organised

Appendix N: Framework for pupil performance

- Target for Prep students updated to reflect them sitting nationally standardised tests instead of SATs

Appendix O: Collective Worship Policy

- The main change is to make the Christian ethos of the school explicit. Parents who wish to withdraw their daughters from Assembly now have to write to the Headmistress instead of the Board of Governors.

Appendix: P Teaching and Learning Policy

- 1.3 This needed updating to bring it in line with the updates to the Assessment and Recording Policy section 3.4
i.e: Departments should specify how frequently teachers should mark work in their assessment policies. This frequency will be made public at the start of

each academic year. Departments' decisions have to be approved by the Deputy Head (Academic). This is instead of a whole school marking frequency of every 3 weeks. This was considered too blunt a target. In some departments a teacher should mark more frequently, marking frequency also depends on the students' age. In some departments less, for example if a student has only one lesson per week in that subject. The old target was too blunt to be useful and it made it unnecessarily difficult to hold teachers to account. With more useful targets it will be easier to create uniformity within departments (desirable) rather than aim for uniformity across the school (inappropriate). By ensuring the Deputy Head (Academic) approves departments' targets for marking this ensures that similar departments will have similar targets and that all targets are appropriate.

Appendix Q: Internal Assessment Decisions and Appeals Policy

- Reference to JCQ and OFQUAL rules and documents replace out of date reference