



Board of Governors of the City of London Freemen's School

Date: THURSDAY, 29 NOVEMBER 2018

Time: 11.00 am

Venue: COMMITTEE ROOMS, WEST WING, GUILDHALL, EC2V 5HH

Members:

Deputy Roger Chadwick (Chairman)	Alderman Susan Langley
Deputy Philip Woodhouse (Deputy Chairman)	Vivienne Littlechild
Deputy John Bennett	Andrew McMillan
Stuart Fraser	Hugh Morris
Nicholas Goddard	Graham Packham
Brian Harris	Deputy Elizabeth Rogula
Michael Hudson	Deputy James Thomson (Ex-Officio Member)
Deputy Clare James (Ex-Officio Member)	Councillor Chris Townsend
Alderman Alastair King	Gillian Yarrow

Enquiries: Alistair MacLellan
alistair.maclellan@cityoflondon.gov.uk

Lunch will be served in Guildhall Club at 1pm

N.B. part of this meeting may be subject to audio-visual recording.

John Barradell
Town Clerk and Chief Executive

AGENDA

Part 1 - Public Agenda

1. APOLOGIES

- a) **Board Attendance** (Pages 1 - 2)
Report of the Town Clerk.

2. MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA

3. MINUTES

- a) **Board of Governors - 6 June 2018** (Pages 3 - 10)
N.B the following expressions of interest under Matters Arising (Appointment of Sub-Committees and Working Groups).

Gillian Yarrow has expressed an interest in serving on the Finance, General Purposes and Estates Sub-Committee and the Academic and Personnel Sub-Committee.

Andrew McMillan and Chris Townsend have expressed an interest in serving on the Masterplan Focus Group.

- b) **Board of Governors - 27 September 2018** (Pages 11 - 12)
- c) **Finance, General Purposes and Estates Sub-Committee - 13 November 2018** (Pages 13 - 16)
- d) **Academic and Personnel Sub-Committee – 13 November 2018** (Pages 17 - 20)

4. ACTIONS

Report of the Town Clerk.

For Information
(Pages 21 - 22)

5. HEADMASTER'S REPORT ON NAMING OF BOARDING HOUSE

Report of the Headmaster.

For Decision
(Pages 23 - 26)

6. HEADMASTER'S REPORT ON POLICIES

Report of the Headmaster.

For Decision
(Pages 27 - 28)

- a) **Appendix 1 - Governor Policy Scrutiny Schedule** (Pages 29 - 30)
- b) **Appendix 2 - Attendance Policy** (Pages 31 - 50)
- c) **Appendix 3 - Security, Access Control, Workplace Safety and Lone Working Policy** (Pages 51 - 56)
- d) **Appendix 4 - Assessment, Recording and Reporting Policy** (Pages 57 - 62)
- e) **Appendix 5 - Educational Trips & Visits Policy** (Pages 63 - 78)
- f) **Appendix 6 - Teaching & Learning Policy** (Pages 79 - 90)
- g) **Appendix 7 - Careers Education and Guidance Policy** (Pages 91 - 98)

7. REPORT OF THE HEAD OF THE JUNIOR SCHOOL

Report of the Head of the Junior School.

For Information
(Pages 99 - 102)

8. HEADMASTER'S REPORT (INCLUDING NEW STANDING ITEM ON BREXIT)

Report of the Headmaster.

For Information
(Pages 103 - 106)

- a) **Appendix 1 - School Roll** (Pages 107 - 108)
- b) **Appendix 2 - KPMG Study** (Pages 109 - 110)
- c) **Appendix 3 - Recent and Forthcoming Events** (Pages 111 - 114)
- d) **Appendix 4 - Extra-Curricular Music Programme** (Pages 115 - 118)

9. TEACHERS' PAY PANEL UPDATE

Report of the Director of Human Resources.

For Information
(Pages 119 - 120)

10. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD

11. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

12. EXCLUSION OF THE PUBLIC

MOTION - That under Section 100A (4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

For Decision

Part 2 - Non-Public Agenda

13. NON-PUBLIC MINUTES

- a) **Board of Governors - 6 June 2018** (Pages 121 - 126)
- b) **Note of Inquorate Board of Governors - 27 September 2018** (Pages 127 - 134)
- c) **Finance, General Purposes and Estates Sub-Committee - 13 November 2018** (Pages 135 - 136)
- d) **Academic and Personnel Sub-Committee - 13 November 2018** (Pages 137 - 140)

14. NON-PUBLIC ACTIONS

Report of the Town Clerk.

For Information
(Pages 141 - 142)

15. REPAIRS, MAINTENANCE AND IMPROVEMENTS FUND

Joint Report of the Headmaster, Chamberlain and City Surveyor.

For Decision
(Pages 143 - 152)

16. PROPOSED 2019/20 REVENUE BUDGET

Joint Report of the Chamberlain and the Headmaster.

For Decision
(Pages 153 - 180)

17. HEADMASTER'S REPORT

Report of the Headmaster.

For Information
(Pages 181 - 188)

18. HEADMASTER'S SAFEGUARDING REPORT

Report of the Headmaster.

For Information
(Pages 189 - 190)

19. HEADMASTER'S REPORT ON HONG KONG TRIP

Report of the Headmaster.

For Information
(Pages 191 - 196)

20. **OLD FREEMEN'S ASSOCIATION (OFA) REPORT ON MEMBERSHIP**

Report of the Headmaster.

For Decision
(Pages 197 - 204)

21. **GOVERNOR SKILLS AUDIT - NOVEMBER 2018**

Report of the Town Clerk.

For Information
(Pages 205 - 206)

22. **REPORT ON ACTION TAKEN**

Report of the Town Clerk.

For Information
(Pages 207 - 208)

23. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

24. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

Part 3 - Confidential Agenda – Circulated Separately

25. **MINUTES**

To approve the confidential minutes of the meeting held on 13 June 2018.

For Decision

26. **CONFIDENTIAL APPENDICES - TEACHERS' PAY PANEL**

Confidential appendices to the Report of the Director of Human Resources (Item 9).

For Information

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City of London Freeman's School Governor Attendance 2017/18 & 2018/19

Governor	25 September 2017 SCHOOL	27 November 2017 SCHOOL	8 February 2018 GUILDHALL	6 June 2018 SCHOOL	NEW ACADEMIC YEAR	27 September 2018 SCHOOL	Total Meetings Attended/Total Meetings
Roger Chadwick							5/5
Philip Woodhouse							4/5
John Bennett							4/5
Nicholas Goddard							4/5
Brian Harris							4/4
Michael Hudson							5/5
Clare James*							1/5
Shravan Joshi							1/1
Vivienne Littlechild							3/5
Andrew McMillan							5/5
Hugh Morris							0/5
Graham Packham							4/5
Elizabeth Rogula							3/5
Ian Seaton*							1/4
Cllr Chris Townsend							3/5
Stuart Fraser							3/5
Gillian Yarrow							1/5
Alderman Alastair King							2/5
Alderman Dame Fiona Woolf							1/4
Alderman Susan Langley							0/1
Deputy James Thomson*							0/1

Key	Present	Apologies	Not a Governor
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*Ex-officio Governor by virtue of being Chairman of City of London School/City of London School for Girls. By convention ex-officio Governors are expected to attend Board meetings by exception.

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BOARD OF GOVERNORS OF THE CITY OF LONDON FREEMEN'S SCHOOL **Wednesday, 6 June 2018**

Minutes of the meeting of the Board of Governors of the City of London Freeman's School held at City of London Freeman's School, Ashted Park, Surrey, KT21 1ET on Wednesday, 6 June 2018 at 11.00 am

PRIOR TO THE MEETING, THE BOARD OF GOVERNORS RECEIVED AN AUDIO-VISUAL LINK DEMONSTRATION FROM THE COMMITTEE ROOMS IN GUILDHALL.

Present

Members:

Deputy Roger Chadwick
Deputy Philip Woodhouse
Deputy John Bennett
Nicholas Goddard
Michael Hudson

Shravan Joshi
Andrew McMillan
Graham Packham
Deputy Elizabeth Rogula
Councillor Chris Townsend

Officers:

Roland Martin
Stuart Bachelor
Andrew McCleave
Sue Williams
Matt Robinson
Sophie Blair
Chrissie Morgan
Alistair MacLellan

- Headmaster
- Deputy Head
- Deputy Head (Academic)
- Bursar
- Head of Junior School
- Head of Upper School
- Director of Human Resources
- Town Clerk's Department

Attending (Item 19):

Theo van Dort
Rob Austen

- Chairman, Old Freeman's Association
- Development Officer, Old Freeman's Association

Deputy John Bennett was in the Chair until the conclusion of Item 4 (Election of Chairman).

1. APOLOGIES

Apologies were received from Stuart Fraser, Brian Harris, Alderman Alastair King, Vivienne Littlechild, Hugh Morris, Alderman Dame Fiona Woolf, Gillian Yarrow and Deputy Clare James.

2. MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA

There were no declarations.

3. ORDER OF THE COURT OF COMMON COUNCIL

Governors received the Order of the Court of Common Council dated 19 April 2018 appointing the Board of Governors for the ensuing year.

RESOLVED, that the Order be received.

4. **ELECTION OF CHAIRMAN**

The Town Clerk conducted an election for Chairman in line with Standing Order 29. Deputy Roger Chadwick, being the only Governor willing to serve, was elected as Chairman for the ensuing year.

The Chairman thanked Governors for their support and welcomed Shravan Joshi to his first meeting. The Chairman welcomed the audio-visual demonstration for Governors prior to the meeting and expressed hope that AV capability would soon be available to the Board.

The Headmaster reminded Governors that, should the use of AV equipment for remote meetings be adopted, Governors would still be required to demonstrate engagement with the School through attendance at the School.

5. **ELECTION OF DEPUTY CHAIRMAN**

The Town Clerk conducted an election for Deputy Chairman in line with Standing Order 30. Deputy Philip Woodhouse, being the only Governor willing to serve, was elected as Deputy Chairman for the ensuing year.

6. **MINUTES - BOARD OF GOVERNORS**

RESOLVED, that the public minutes and non-public summary of the meeting held on 8 February 2018 be approved as a correct record.

Matters Arising

Livery Companies

In response to a question from a Governor, the Headmaster replied that Livery Masters were able to engage with Livery Bursary students over lunch.

Surrey Designated Officer Presentation

Governors noted that Surrey County Council was currently restructuring its Children's Services Department and therefore agreed this action should be closed.

Statement of Boarding

The Chairman noted that this action had been completed.

Audio-Visual Update

The Chairman welcomed the update provided at the start of the meeting.

Governor Visits Log

The Headmaster noted that any Governor visits could be recorded on the wider Governor log.

7. **MINUTES - ACADEMIC AND PERSONNEL SUB-COMMITTEE**

RESOLVED, that the draft public minutes and non-public summary of the Academic and Personnel meeting held on 24 April 2018 be received.

8. **MINUTES - FINANCE, GENERAL PURPOSES AND ESTATES SUB-COMMITTEE**

RESOLVED, that the draft public minutes and non-public summary of the Finance, General Purposes and Estates Sub-Committee meeting held on 24 April 2018 be received and the recommendation that the Equal Opportunities Policy be approved be endorsed.

9. **APPOINTMENT OF SUB-COMMITTEES, FOCUS GROUPS AND NAMED GOVERNORS 2018/19**

Governors considered a report of the Town Clerk regarding the appointment of sub-committees, focus groups and named Governors for 2018/19.

RESOLVED, that

- the terms of reference of the various Committees, Sub-Committees and Focus Groups be approved;
- the following appointments be made (with any vacancies carried over to the next Board meeting),

Bursary Committee

Deputy Roger Chadwick (Chairman)
Deputy Philip Woodhouse (Deputy Chairman)
Andrew McMillan
Chris Townsend
Brian Harris

Finance, General Purposes and Estates Sub-Committee

Deputy Roger Chadwick (Chairman)
Deputy Philip Woodhouse (Deputy Chairman)
Chris Townsend
Andrew McMillan
Nicholas Goddard
Brian Harris

Academic and Personnel Sub-Committee

Deputy Roger Chadwick (Chairman)
Deputy Philip Woodhouse (Deputy Chairman)
Chris Townsend
Andrew McMillan
Nicholas Goddard
Brian Harris

City of London Freeman's School Masterplan Focus Group

Deputy Philip Woodhouse (Chairman)
Nicholas Goddard

Named Governors

Safeguarding – Stuart Fraser
Boarding – Andrew McMillan

10. **STRATEGIC INTENT UPDATE AND PROGRESS**

Governors considered a report of the Headmaster regarding Strategic Intent and Progress for the School. The Headmaster assured Governors that the Improvement Plan was kept under constant review.

RESOLVED, that the report be received.

11. **DATA PROTECTION/GENERAL DATA PROTECTION REGULATION - UPDATE**

Governors considered an update report of the Headmaster regarding Data Protection/General Data Protection Regulation.

RESOLVED, that the report be received.

12. **ANNUAL SAFEGUARDING REPORT**

Governors considered the Annual Safeguarding Report of the Deputy Head and the following points were made.

- A Governor requested clarification over what the term ‘on the radar’ within the report meant in a safeguarding context. The Deputy Head noted that in practice this referred to all instances of safeguarding concerns being flagged with Heads of Year, and a culture of any member of staff being confident to raise safeguarding concerns.
- In response to a question from a Governor, the Deputy Head noted that the School was more likely to raise safeguarding concerning with Surrey County Council’s Multi-Agency Safeguarding Hub (MASH) rather than vice-versa.
- The Deputy Head drew Governors’ attention to his concerns that mental health was increasingly becoming an issue, particularly at Year 9/10/11.
- The Head noted that the School had a strong team in place to monitor safeguarding and thanked the Deputy Head for his efforts.
- In response to a question from a Governor, the Deputy Head that the weekly safeguarding communication was issued to Heads of Section within the School, but that this circulation list would be kept under review.

RESOLVED, that the report be received,

13. **HR UPDATE - GENDER PAY GAP, DATA PROTECTION POLICY EMPLOYEES AND PEOPLE SECURITY POLICY**

Governors considered an update report of the Director of Human Resources regarding the Gender Pay Gap, Data Protection Policy (Employees) and People Security Policy and the following points were made.

- The Director of Human Resources assured Governors that the City of London Corporation was compliant, and that whilst there were some issues with gender pay gaps she was confident these could be addressed quickly.
- In response to a question from a Governor, the Director agreed that Governors only had a macro-level of detail to scrutinise but assured them that officers were reviewing gender pay in detail to ensure there were no areas where gender pay gaps were particularly wide.

RESOLVED, that the report be received.

14. TEACHERS' PAY PANEL 2018/19

All officers except the Headmaster, Director of Human Resources and the Town Clerk left the room for the duration of this item.

Governors agreed to vary the order of items on the agenda so that confidential item 30 was considered next. Governors therefore moved into confidential session and considered a report of the Director of Human Resources regarding the Teachers' Pay Panel 2018/19.

15. ATL RECOGNITION AGREEMENT

All officers except the Headmaster Director of Human Resources and Town Clerk remained outside the meeting for the duration of this item.

Governors agreed to vary the order of items on the agenda so that confidential item 31 was considered next. Governors therefore considered a report of the Director of Human Resources regarding the ATL Recognition Agreement.

Officers re-joined the meeting at the conclusion of this item and the Board moved back into public session.

16. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD

There were no questions.

**17. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT
Swimming Pool**

The Chairman noted that the Swimming Pool contractor Hawkins Brown had recently won several awards for their project at the School. In response to a question, the Bursar confirmed that there were only some minor snagging works at the Pool to be dealt with.

18. EXCLUSION OF THE PUBLIC

RESOLVED, that under Section 100A (4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

19. NON-PUBLIC MINUTES - BOARD OF GOVERNORS

RESOLVED, that the non-public minutes of the meeting held on 8 February 2018 be approved as a correct record.

20. **NON-PUBLIC MINUTES - ACADEMIC AND PERSONNEL SUB-COMMITTEE**
Governors considered the non-public minutes of the Academic and Personnel Sub-Committee meeting held on 24 April 2018.
21. **NON-PUBLIC MINUTES - FINANCE, GENERAL PURPOSES AND ESTATES SUB-COMMITTEE**
Governors considered the non-public minutes of the Finance, General Purposes and Estates Sub-Committee meeting held on 24 April 2018.
22. **HEALTH AND SAFETY**
Governors considered a report of the Headmaster regarding Health and Safety.
23. **RISK REGISTER**
Governors considered a report of the Headmaster regarding the Risk Register.
24. **INTERNAL AUDIT REPORTS 2017/18**
Governors considered a report of the Headmaster regarding Internal Audit Reports 2017/18.
25. **OLD FREEMEN'S ASSOCIATION - ANNUAL SUBSCRIPTION**
Governors considered a report of the Headmaster regarding the Old Freeman's Association – Annual Subscription.
26. **HEADMASTER'S SAFEGUARDING REPORT**
Governors considered a report of the Headmaster regarding Safeguarding.
27. **HEADMASTER'S REPORT**
Governors considered the Headmaster's Report.
28. **APPENDIX 1 - SCHOOL ROLL AND VACANCIES**
Governors considered an appendix detailing School Roll and Vacancies.
29. **APPENDIX 2 - STAFF LEAVERS & JOINERS**
Governors considered an appendix detailing Staff Leavers & Joiners.
30. **APPENDIX 3 - RECENT AND FORTHCOMING EVENTS**
Governors considered an appendix detailing recent and forthcoming events.
31. **APPENDIX 4 - POLICIES: CURRICULUM, BOARDING, BEHAVIOUR AND COMPLAINTS, LIST OF POLICIES AND GLOSSARY OF EDUCATIONAL TERMS**
Governors considered an appendix that included policies concerning Curriculum, Behaviour and Complaints, and a list of policies and a glossary of educational terms.

32. **HEADMASTER'S REPORT ON ISI INSPECTION**

Governors considered a report of the Headmaster regarding the recent ISI inspection.

33. **HEAD OF JUNIOR SCHOOL REPORT**

Governors considered a report of the Head of the Junior School.

34. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

There were no questions.

35. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

There was no other business.

The meeting ended at 2.18 pm

Chairman

Contact Officer: Alistair MacLellan / alistair.maclellan@cityoflondon.gov.uk

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BOARD OF GOVERNORS OF THE CITY OF LONDON FREEMEN'S SCHOOL **Thursday, 27 September 2018**

Minutes of the meeting of the Board of Governors of the City of London Freeman's School held at City of London Freeman's School, Park Lane, Ashted, KT21 1ET on Thursday, 27 September 2018 at 11.00 am

Present

Members:

Deputy Roger Chadwick (Chairman)
Deputy Philip Woodhouse (Deputy
Chairman)
Stuart Fraser
Nicholas Goddard

Michael Hudson
Andrew McMillan
Councillor Chris Townsend

Officers:

Roland Martin
Sue Williams
Stuart Bachelor
Paul Bridges
Matt Robinson
Steve Reynolds
Mark Lowman
Alistair MacLellan

- Headmaster
- Bursar
- Deputy Head
- Academic Deputy Head
- Head of Junior School
- Chamberlain's Department
- City Surveyor's Department
- Town Clerk's Department

1. APOLOGIES

Apologies were received from Deputy John Bennett, Deputy Clare James, Alderman Alastair King, Alderman Susan Langley, Vivienne Littlechild, Deputy Hugh Morris, Graham Packham, Deputy Elizabeth Rogula and Deputy James Thomson.

The Town Clerk noted that the meeting was inquorate and therefore in line with Standing Order 36 of the Court of Common Council, the formal meeting would be dissolved and consideration of business adjourned until the next regular meeting of the Board. Any business requiring approval prior to the next regular meeting would be considered by the Town Clerk under urgency procedure in consultation with the Chairman and Deputy Chairman of the Board.

Governors agreed to discuss, informally, the items on the agenda that day. The Town Clerk agreed to take a note of the inquorate meeting for submission to the next regular meeting of the Board.

In response to a comment from a Governor regarding Governor attendance at meetings, the Chairman requested that the Town Clerk bring the Board's terms of reference to a future meeting for review, so that the Board could reach a view on whether its quorum was appropriate.

The meeting ended at 11.05 am

Chairman

Contact Officer: Alistair MacLellan / alistair.maclellan@cityoflondon.gov.uk

**FINANCE, GENERAL PURPOSES AND ESTATES SUB-COMMITTEE OF THE
BOARD OF GOVERNORS OF THE CITY OF LONDON FREEMEN'S SCHOOL
Tuesday, 13 November 2018**

Minutes of the meeting of the Finance, General Purposes and Estates Sub-Committee of the Board of Governors of the City of London Freeman's School held at Committee Rooms, Guildhall, EC2P on Tuesday, 13 November 2018 at 11.00 am

Present

Members:

Deputy Roger Chadwick (Chairman)
Deputy Philip Woodhouse (Deputy Chairman)
Nicholas Goddard
Brian Harris
Andrew McMillan

Officers:

Roland Martin	- Headmaster
Sue Williams	- Bursar
Steve Reynolds	- Chamberlain's Department
Alistair MacLellan	- Town Clerk's Department

1. APOLOGIES

Apologies were received from Councillor Chris Townsend.

The Town Clerk noted that Gillian Yarrow, who was due to be appointed to the Sub-Committee at the next meeting of the Board of Governors, was due to attend the meeting as an Observer but had sent apologies due to an existing engagement.

2. MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA

There were no declarations.

3. MINUTES

RESOLVED, that the public minutes and non-public summary of the meeting held on 24 April 2018 be approved as a correct record.

4. OUTSTANDING ACTIONS

Governors considered a report of the Town Clerk regarding outstanding actions from previous meetings and the following points were made.

Equal Opportunities Policy

The Headmaster noted that this policy was under review and would be brought to Governors in due course.

Naming Rights – Boarding House

The Headmaster noted that boarders had voted to adopt Walbrook as the name of the Boarding House. The proposal had been put to the Alderman of Walbrook ward for consideration, the outcome of which would be reported to the Board of Governors in later in November 2018. The Chairman noted that, if they were amenable, the Alderman of Walbrook ward should be invited to a naming ceremony.

RESOLVED, that the report be received.

5. TERMS OF REFERENCE

RESOLVED, that the terms of reference provided by the Board of Governors to the Finance, General Purposes and Estates Committee for 2018/19 be received.

6. TUITION FEE DEBT

Governors considered a report of the Headmaster regarding tuition fee debt. The Bursar noted that the individual(s) subject to fees in lieu of notice would have settled their debt by 17 December 2018.

RESOLVED, that the report be received.

7. RISK REGISTER

Governors considered a report of the Headmaster regarding the Risk Register and the following points were made.

- The Bursar noted that Risk CLF-012 (Masterplan 2016) had become a Red risk. The Headmaster added that the project was mirroring the School's experience of the Swimming Pool project in terms of issues affecting progress made. Delays in the project reflected the fact that, whilst the School was fee-funded, it was also subject to the City of London Corporation's finance processes.
- A Governor noted that he understood the Headmaster's frustrations and noted that other school proprietors, such as Haberdashers', often employed external companies to provide long term maintenance programmes rather than seek to deliver projects in-house.
- In response to a question, the Bursar noted that if Risk CLF-012 was allowed to develop, it would ultimately affect the School's ability to attract pupils.
- In response to a comment from the Deputy Chairman, the Headmaster agreed to ensure Masterplan messaging on the School website was kept up to date.
- Governors agreed that their concerns over the increased risk of the Masterplan project should be recorded in the minutes.

- In response to a question regarding CLF-011 (Security) the Bursar noted that she sat on a City of London Corporation-level Resilience Board, and that the School was in receipt of updates via email/text message.

RESOLVED, that the report be received.

8. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE**

There were no questions.

9. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT
Hawkins Brown Book**

The Chairman presented the Headmaster with a book celebrating the work of Hawkins Brown, the architectural firm that has designed the Swimming Pool.

10. **EXCLUSION OF THE PUBLIC**

RESOLVED, that under Section 100A (4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

11. **MINUTES**

RESOLVED, that the non-public minutes of the meeting held on 24 April 2018 be approved as a correct record.

12. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE**

There were two non-public questions.

13. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT
AND WHICH THE SUB COMMITTEE AGREES SHOULD BE CONSIDERED
WHILST THE PUBLIC ARE EXCLUDED**

There was no other business.

The meeting ended at 11.58 am

Chairman

Contact Officer: Alistair MacLellan / alistair.maclellan@cityoflondon.gov.uk

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**ACADEMIC AND PERSONNEL SUB COMMITTEE OF THE BOARD OF
GOVERNORS OF THE CITY OF LONDON FREEMEN'S SCHOOL
Tuesday, 13 November 2018**

Minutes of the meeting of the Academic and Personnel Sub Committee of the Board
of Governors of the City of London Freeman's School held at Committee Rooms,
Guildhall, EC2P on Tuesday, 13 November 2018 at 12.00 pm

Present

Members:

Deputy Roger Chadwick (Chairman)
Deputy Philip Woodhouse (Deputy Chairman)
Nicholas Goddard
Brian Harris
Andrew McMillan

Officers:

Roland Martin	- Headmaster
Stuart Bachelor	- Deputy Head (via videolink)
Paul Bridges	- Academic Deputy Head
Alistair MacLellan	- Town Clerk's Department

1. APOLOGIES

Apologies were received from Councillor Chris Townsend.

The Town Clerk noted that Gillian Yarrow, who was due to be appointed to the Sub-Committee at the next meeting of the Board of Governors, was due to attend the meeting as an Observer but had sent apologies due to an existing engagement.

The Deputy Head was participating in the meeting via audio-visual link from the City of London Freeman's School.

2. MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA

There were no declarations.

3. MINUTES

RESOLVED, that the public minutes and non-public summary of the meeting held on 24 April 2018 be approved as a correct record.

4. ACTIONS SHEET

Governors considered a report of the Town Clerk regarding actions arising from previous meetings and the following points were made.

Acronyms in School Policies

- The Deputy Head noted that a glossary of acronyms in policies would be included going forward and therefore this action could be closed.
- In response to a comment from the Chairman, the Deputy Head agreed to provide a schedule of policies requiring Governor approval in Board papers going forward. The schedule would include dates of when each policy was last approved and the date on which it was due for renewal.
- The Head noted that the Deputy Head had, since being in post, been reviewing policies in order of priority and had prioritised those policies requiring Board approval accordingly.
- The Head agreed to include a distinct report on policies to the November 2018 Board of Governors' meeting.

Skills Audit

- The Town Clerk noted that he would remind Governors to submit their skills audit to him in anticipation of a report being made to the Board in November 2018 on its mix of skills and experience.

Music Annual Departmental Review/Added Value

- The Head noted that these actions were captured within the appendices of his report on the agenda that day and therefore this action could be closed.

RESOLVED, that the report be received.

5. TERMS OF REFERENCE

RESOLVED, that the terms of reference provided by the Board of Governors to the Academic and Personnel Sub-Committee for 2018/19 be received.

In response to a comment by the Chairman, the Town Clerk agreed to insert a line into the terms of reference to make clear that the meetings of the Finance, General Purposes and Estates Sub-Committee and the Academic and Personnel Sub-Committee should be consecutive.

6. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE

There were no questions.

7. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There was no other business.

8. EXCLUSION OF THE PUBLIC

RESOLVED, that under Section 100A (4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

9. **NON-PUBLIC MINUTES**
RESOLVED, that the non-public minutes of the meeting held on 24 April 2018 be approved as a correct record.
10. **HEADMASTER'S REPORT**
Governors considered a non-public report of the Headmaster.
11. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE**
There were no non-public questions.
12. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE SUB COMMITTEE AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**
There was no non-public other business.

The meeting ended at 1.20 pm

Chairman

Contact Officer: Alistair MacLellan / alistair.maclellan@cityoflondon.gov.uk

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Board of Governors of the City of London Freemen's School

Actions

Date	Action	Officer responsible	Progress Update
25 September 2017	Charity Reserves Policy to be reviewed, circulated to Governors for informal consultation, and submitted to Board for approval	Chamberlain/Bursar	Update at November 2018 meeting
8 February 2018	Masterplan Programme Manager to issue regular briefings to Masterplan Focus Group	City Surveyor	Update at November 2018 meeting
6 June 2018	Sub-Committee vacancies to be advertised to future meeting.	Town Clerk	Completed

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Committee(s) Board of Governors of the City of London Freemen's School	Dated: 29 November 2018
Subject: Headmaster's Report on Naming of Boarding House	Public
Report of: Headmaster	For Decision

Summary

This report should give Members an update following previous discussions regarding the naming of the Boarding House.

Recommendation(s)

Members are asked to approve the name chosen by the boarding community and to agree to the suggested commemoration.

Main Report

a) Background

1. The Board has for several meetings been grappling with the prospect of finding a name for the unchristened boarding house which opened in 2014 and has received and discussed two separate reports on this matter at Board meetings.
2. At the September Board Meeting, it was agreed by Governors that the suggestion that the House be named after a Ward should be pursued.
3. The Governor responsible for oversight of boarding worked with the Head of Boarding and the Headmaster to shortlist three Wards (Bishopsgate, Lambrook and Walbrook) to be discussed with the boarders.
4. Boarders were given information on each of the Wards and their connections to the School and votes were taken.

b) Outcome

FOR INFORMATION

5. The Boarders returned a vote that favoured Walbrook as a name for the Boarding House.

6. The HM has written to former Governor Alderman Garbutt (*Appendix 1*) and has asked for permission to approach the Board to suggest that the House is named Walbrook House and he has consented to this request.

c) Recommendation

FOR DECISION

7. I recommend to Members that the Boarding House is named Walbrook House.
8. I further recommend that Members ask the School to organise a plaque to commemorate this naming and that a ceremony should be convened as soon as possible to which Alderman Garbutt is invited to mark, officially, the naming of the House.
9. Furthermore, Governors may wish to use the Ward 'model' to name other buildings around the Freeman's campus.

Appendices

- Appendix 1: Letter to Alderman Garbutt

Roland Martin

Headmaster

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E: Roland.Martin@cityoflondon.gov.uk

Tw: @RJMHH

Headmaster

Roland J Martin BA (Hons)

Date 6th November 2018

Alderman John Garbutt
 Members' Room
 PO Box 270
 Guildhall
 London
 EC2P 2EJ

Dear Alderman Garbutt,

I hope that this letter finds you well?

You may or may not be aware (I'm not sure how much you follow the progress of the School since being a Governor here) that the City of London Freeman's School built a new boarding house which opened in 2014. Boarding has always been an important feature of the school – it opened in 1854 to provide a boarding education, a co-educational experience and looked after children from nine years of age – and the importance of boarding is more the case now as we are trying, through outreach activity, to attract more young people who have a need to board but not the means to do so. During my time as Head (I started in September 2015) we have moved from £18k p.a. in bursary funding to almost half a million p.a. and are fundraising at present to do more. We have four boarders in the School from challenging backgrounds who would not be here without such support so are certainly trying to go back to our roots.

Background aside, though, I will get on to the point of this communication...

Oddly, the house was never given a name and after almost a year – possibly longer – of this omission being discussed by Committee, the Governors finally decided that the House should be named after one of the Wards. We discussed this with pupils in the House and gave a short-list of suggestions and some background on their significance. Rounds of voting were held and the upshot is that the pupils would very much like to name the house, Walbrook.

I am writing therefore to ask whether you would mind if I approached my Board of Governors with the suggestion that we could name the boarding house accordingly?

I hope that this suggestion will be well-received and look forward to hearing from you; obviously, should you consent, it would be lovely to invite you back to the school to see the house and to meet with colleagues here.

Yours sincerely,

Roland Martin
 Headmaster

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Committee(s) Board of Governors of the City of London Freemen's School	Dated: 29 November 2018
Subject: Headmaster's Report on Policies	Public
Report of: Headmaster	For Decision

Summary

This report is for Governor engagement and decision.

- a) Background
- b) Recommendation

Recommendation(s)

Members are asked to:

- Scrutinise the policies in this report;
- Ask questions of the policy authors and Headmaster surrounding these policies;
- Approve the policies presented directly to the Board – Attendance and Security
- Approve the policies recommended to the Board for approval by the Academic and Personnel Sub-Committee – Assessment, Reporting and Recording, Educational Trips & Visits, Teaching & Learning, Careers Education and Guidance.

Main Report

a) Background

1. Members will understand that they are responsible for the School's policies and that oversight of them is an important part of their duties.
2. Since the appointment of Deputy Head, Stuart Bachelor, there has been a more strategic approach to policy work and a schedule of policies to be approved by members at full Board and sub-committee meetings has been previously circulated (*Appendix 1*). Policies have been prioritised in terms of urgency.
3. Policies in need of oversight at this meeting are:
Appendix 2: Attendance (date of last approval by Governors unknown)
Appendix 3: Security (date of last approval by Governors unknown)

b) Recommendation

FOR DECISION

4. It is recommended that Governors approve the policies included as appendices in this report.

Appendices

- Appendix 1: Governor Policy Scrutiny Schedule
- Appendix 2: Attendance Policy
- Appendix 3: Security Policy
- Appendix 4: Assessment, Reporting and Recording
- Appendix 5: Educational Trips & Visits
- Appendix 6: Teaching & Learning
- Appendix 7: Careers Education and Guidance

Roland Martin

Headmaster

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E: Roland.Martin@cityoflondon.gov.uk

Tw: @RJMHH

*italics = date of last review by
Governors*

September Full Board	November Academic and Personnel	November Finance	October Health and Safety	November Full Board	January Academic and Personnel	January Finance
Anti-bullying (inc. sharing of Bullying Log) 27/9/18	Teaching & Learning 13/11/18		Risk (starting 2019) <i>date unknown</i>	Security <i>date unknown</i>	Code of Conduct (Pupils) <i>date unknown</i>	Data protection <i>date unknown</i>
Exclusions 27/9/18	Trips and Visits 13/11/18		Physical Restraint (starting 2019) <i>date unknown</i>	Attendance <i>date unknown</i>	Non-examined assessments <i>date unknown</i>	
SEN & EAL 27/9/18	Assessment, Recording and Reporting 13/11/18		Security (starting 2019) <i>date unknown</i>	Searches and Confiscation (starting 2019) 27/9/18	Sex and relationships <i>date unknown</i>	
Searches and Confiscation (2018 only) 27/9/18	Careers 13/11/18				Co-curricular <i>new policy, so not yet reviewed</i>	
Safeguarding 27/9/18						
Boarding (2018 only) 27/9/18						
Curriculum (starting 2019) 6/6/18						

February Health and Safety	February Full Board	May Academic and Personnel	May Finance	May Health and Safety	June Full Board
Fire (3 policies) <i>Fire Risk</i> 6/6/18, <i>others date unknown</i>	Mission and Aims <i>date unknown</i>	Boarding 27/9/18	Equal Opportunities 18/4/18	Armed Intruder / Lockdown / Business Continuity <i>date unknown</i>	Behaviour 6/6/18
Physical Restraint Nov 2012	Admissions 8/2/18	PSHE schemes of work 18/4/18		First Aid <i>date unknown</i>	Boarding 27/9/18
Risk <i>date unknown</i>	Drugs <i>date unknown</i>	Right to Study Checks 18/4/18 SEN & EAL 27/9/18		SENDA 3-year plans <i>date unknown</i>	Complaints 6/6/18
		Single Central Register 18/4/18		Health and Safety 6/6/18	Health and Safety 6/6/18

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Attendance Policy

Attendance Policy for both the Junior School and Senior School

Issue number	2.0
Name and appointment of owner / author	Stuart Bachelor, Deputy Head
Review Body	SLT and Full Board of Governors
Last updated	16 th November, 2018
Reason for update	review of procedures in the Senior School
Last reviewed by SLT	September 2018
Last reviewed by Governors	
Next SLT review due	September 2019
Next Governor review due	November 2018
Where available	Staff Handbook, Parent Handbook



ATTENDANCE POLICY

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1. INTRODUCTION

The following Policy indicates how we discharge our obligation under Paragraph 15 of the Independent School Standards Regulations to main an attendance register in accordance with the *Education (Pupil Registration) (England) Regulations 2006*.

All children of compulsory school age should be at school, on time, every day the School is open unless the reason for the absence is unavoidable.

Any problems that arise with attendance are best resolved by the School, the parents and the child. A parent who permits absence from School without a good reason is committing an offence.

The attendance policy is designed to secure attendance and to detail the procedures that should be followed when issues arise. It is also designed to promote and safeguard the welfare of pupils. The School has a duty in law to notify the local authority when a child or pupil fails to attend school regularly or is absent without leave for 10 or more consecutive school days.

The School is required to take an attendance register twice a day and this shows whether a pupil is present, engaged in an approved educational activity off-site, or absent. If a pupil is absent, every half-day absence is classified by the School as authorised or unauthorised. Only Schools can authorise absence, not parents. Authorised absences are mornings or afternoons away from school for good reason such as illness, funerals or other unavoidable causes. Unauthorised absences are those which the School does not consider reasonable and for which no "leave" has been given such as truancy, parents keeping children off school unnecessarily, unauthorised holidays, unexplained absences and very late arrival.

Parents whose children are experiencing difficulties should contact the school at an early stage and work together with the staff in resolving any problems. If difficulties cannot be sorted out in this way, the School or the parent may refer the child to the Education Welfare Officer from the County Council. Failure by parents to keep their child at school regularly may result in a Penalty Notice being issued or use of court proceedings to prosecute parents. In this case, an Education Supervision Order may be served and a maximum penalty fine of £2500 imposed.

As well as being a legal requirement and a necessary safety procedure in case of fire, it is essential that pupils attend registration so they can receive letters, notices, information and messages.

This policy is to be read in conjunction with:

Missing Child Procedure- Day Pupils

Missing Child Procedure- Boarding Pupils



Behaviour Policy
Fire Alarm and Emergency Evacuation Procedure
Code of Conduct and School Rules
Boarding Policy
Boarding Handbook

This Policy applies to all pupils at Freeman's, including boarders, although details regarding attendance in the Boarding House are covered in our *Boarding Policy* and *Boarding Handbook*.

2. REGISTRATION

Morning Registration

All pupils should be present in their Form rooms by 8.35am at the latest, which is when the late bell sounds and the Register is taken. Intentionally missing Registration is regarded as truancy and will generally be met with a Head of Year Detention.

The form tutor will call the register and complete the electronic form. The register must always be completed by a member of the teaching staff and each pupil must be seen by that member of staff before being marked as present.

Afternoon registration

KS2 pupils are registered at 2.00pm in Form Rooms, which is when the late bell sounds. All other pupils are registered in their Period 5 lessons at 2.05pm, which is when the late bell sounds.

If a Sixth Form day pupil has no lesson Period 5¹, he/she registers in the Library at 2.05pm (marked as \ for Present)². An exception to this is U6 students who have no further lessons that day³ and wish to go home to study for the afternoon. They must first present themselves to the Senior School Receptionist at no earlier than 1.00pm. She marks them off on a list of those U6 pupils without any lessons on that particular day prior to marking them X for Not required to be in school in SchoolBase.

If a Sixth Form boarding pupil has no lesson Period 5, he/she registers in the Boarding House with the Matron and is marked with \ for Present. Even if they have no lessons periods 5 and 6, boarders are not permitted to leave the site until 4pm.

¹ including because his/her teacher is absent

² all L6 pupils free Period 5 are allocated to Will How and all U6 pupils to Richard Dolan

³ including because his/her teacher is absent Period 5 or 6 or both



Intentionally missing Registration is regarded as truancy and will generally be met with a Head of Year Detention.

Lateness procedure

If a pupil arrives at school at any time after 8.40am, he/she must report as follows

- Pupils in Forms 1 - L4 to the Junior School Office.
- Pupils in Forms U4-U6 to the Haywood Centre Reception

Each pupil must record his/her name, time and reason for his/her lateness in the Late Book. Deliberately making a false entry is a disciplinary issue that will be met with a sanction. Pupils in U3-U6 who fail to sign the Late Book usually receive a Behaviour Warning.

On-site activities that take place during Registration

Staff in charge of organised activities which take place during registration time (e.g. choir practices, swim squads) must either register those pupils on SchoolBase by 8.30 a.m. at the latest or mark a paper register and send it to the Junior School Secretary/Haywood Centre Receptionist, who will amend the registers accordingly.

3. NOTIFICATION OF UNPLANNED ABSENCE

If a pupil is unable to attend School because of illness or an emergency, a parent or guardian must telephone or e-mail the School by 8.15am. Details of how to do this can be found at <https://www.freemens.org/absence>

If it is known in the morning that a pupil will be off school ill all day, he/she is marked with an **I** for Illness for the afternoon session, too, using AM/PM Registration for F1-L3 pupils and Period 5A Registration for U3-U6. (This avoids a **N** being entered later in the day and the child being dealt with as a missing pupil.)

4. PERMISSION FOR PLANNED ABSENCE

Permission for planned absence such as funerals and medical or dental appointments must be addressed in advance by letter or e-mail to Junior Reception (for JS pupils) or Form Tutors (Senior School pupils). SchoolBase is updated as soon as permission is granted; any letters are initialled and added to the pupil's school file.



The Headmaster has the discretion to grant authorised leave of absence for other reasons besides those mentioned above, such as weddings or other special family occasions. Each application will be considered individually taking into account factors such as the timing of the absence and the pupil's attendance. An application for authorised leave must be made at least two weeks in advance to the pupil's Head of Section using the electronic 'Request an absence' form that can be found at <https://www.freemens.org/absence>. Applications for holidays during term time will generally not be authorised. The Form Tutor is copied in to the Headmaster's / Head of Section's response to these requests.

If permission for an absence is denied or is not requested, the absence is counted as unauthorised and is recorded as such.

5. MISSING PUPILS

At 8.40am and 2.10pm (i.e. immediately after Registration), the Receptionists identify any pupils on the Registers marked with a **N** or no entry at all. Such pupils are assumed by default to be missing pupils, thus triggering the *Missing Child Procedure*.

At the beginning of each lesson, teaching staff check for the absence of any pupil. If there is any concern that the pupil may be absent without explanation, the Senior / Junior School Receptionists are contacted immediately.

6. FREQUENT / EXTENDED ABSENCE

Frequent absence- referred to as "pupils missing education" (PME)- is always educationally significant and is a potential safeguarding concern. The Head of Year is informed by the Form Tutor if any pupil is frequently absent or late, or absent for a period of longer than one week. Medical Certificates, obtained from NHS practitioners, may be required in these circumstances.

In order to help pastoral staff to monitor absence, Absence Reports are created twice daily from SchoolBase for the am & pm sessions. They can be found in [T:\Absence Reports](#) and are deleted after a week.

Where necessary, the School discharges its duty in law to notify the local authority when a pupil is absent without leave for 10 or more consecutive school days.



The School also has a duty to report instances of pupils failing to attend school regularly. In respect of this duty, and in line with guidance from Surrey County Council, pupil attendance is reviewed at the end of every half-term. Any pupil whose attendance has dropped to 90% or below is analysed and discussed. If we are concerned in any way about the pattern of absence, Surrey County Council Education Welfare Service is notified and parents made aware of this. In such circumstances, we look to work in partnership with parents to improve their son/daughter's school attendance.

7. LEAVING AND RETURNING TO SCHOOL DURING THE SCHOOL DAY

Junior School pupils who need to leave during the school day are collected from Junior School Reception by a parent. They are not allowed to leave unaccompanied. However, any Junior School pupil returning during the school day may be dropped off by his/her parent(s) at the 'bus stop' adjacent to St. Giles' churchyard.

A Senior School pupil (U4-U6) who needs to leave school during the day must ask his/her Form Tutor for a permission slip (exceptions for Sixth Form pupils are noted below). The Form Tutor will only complete a permission slip if he/she has received a parental request for the absence (typically a medical or dental appointment). This slip must be presented to the Senior School Receptionist prior to signing out. If the pupil arrives without a slip, the Receptionist obtains evidence of the parental request for the absence before allowing him/her to leave the site.

When a pupil returns from any off-site appointment, he/she must sign back in so that the fire registers are accurate. Failure to do so generally leads to a Behaviour Warning (or equivalent for Sixth Form) being issued.

A pupil who is ill is not permitted just to sign out and go home. He/she must first visit the Medical Centre.

The Sixth Form must follow the same procedures as Upper School pupils with the following exceptions:

- Junior School Form Prefects may sign in in the morning on the sheet located in the Haywood Centre Reception.
- Between 1.00pm and 2.00pm, the Sixth Form are allowed to walk to Ashted village provided that, as they leave, they sign out and sign back in upon return.
- After 3.00pm Sixth Form students may sign out if they are leaving the premises to work at home.

Pupils who leave the school site without following these procedures will receive a sanction.



8. REGISTERING PUPILS WHO ARE IN THE MEDICAL CENTRE

If a Junior School pupil is in the Medical Centre and unable to attend Registration, the Junior School Reception registers the pupil. To this end, the Medical Centre ensures that JS Reception knows of any JS pupils attending the Medical Centre.

If a Senior School pupil is in the Medical Centre and unable to attend Registration, the Medical Centre registers the pupil.

If a pupil is too ill to remain in school, the Medical Centre asks the parent or guardian of the pupil to collect him/her and informs Junior or Senior Reception so that fire registers can be amended. If the pupil is collected before Afternoon Registration and it is known that he/she will not be returning to school later that day, the Medical Centre marks him/her as **I** for Illness for the afternoon session.

9. MUSIC LESSONS

Any pupil attending an instrumental music lesson during Registration is registered by his/her peripatetic music teacher at 8.30am or 2pm (i.e. just before Form Tutors register their Forms, so as to avoid over-writing errors). For Registration at 2pm, the pupil must be registered using his/her Period 5A register rather than the AM/PM option. If the pupil is a Sixth-Former with a study period Period 5, he/she can be found under Richard Dolan if U6 or Will How if L6.

It is the School's policy to allow pupils to leave lessons to attend timetabled instrumental lessons. Although lessons are timetabled on a rotating system, if a teacher only attends school for half a day, the pupil may miss a particular lesson with some regularity. If the frequency of a pupil missing a particular lesson is giving concern or if there are any other problems the subject teacher should consult the Director of Music to consider alternatives. The Form Tutor should also be informed. In any case, pupils are never blamed or prevented from attending an instrumental lesson.

As a matter of courtesy, pupils should request permission at the start of a lesson, to leave a lesson at a particular time to attend instrumental music tuition. In addition, Junior School pupils must sign out/in at JS Reception before/after their music lesson. Pupils are expected to copy up missed work and complete homework. Subject staff planning tests and practical



coursework should advise instrumental pupils well in advance so there is time for a change to be made in the schedule of music lessons.

10. REGISTERING PUPILS AT GAMES FIXTURES

Pupils participating in an off-site games fixture or other off-site sporting activity organised by the School during Registration are marked with a **P**. Doing so is the responsibility of the member of staff in charge of the fixture / activity. Registers should, wherever possible, be filled in the day before and then tweaked on the day before 8.35am / 2pm to reflect any absentees or late joiners (i.e. before Form Tutors register their Forms, so as to avoid over-writing errors). If the member of staff in charge is unable to access SchoolBase to do this, he/she rings the Sports Administrator to enlist her help (or Senior Reception in her absence).

Only in exceptional circumstances are school matches arranged during school hours which disrupt academic lessons. These are listed in the staff Calendar. A list of pupils missing lessons is e-mailed well before the day and those pupils should be given as much warning as possible in order to have sufficient time to explain to subject staff their absence from academic lessons. It is the pupil's responsibility to copy up missed work as soon as possible and complete homework. The Director of Sport and Form Tutor are told of any cases where this is not done.

11. REGISTERING PUPILS FOR OFF-SITE DRAMA AND MUSIC ACTIVITIES

Pupils participating in an off-site drama or music activity during Registration (or due to depart on one immediately after being registered) are marked with a **P**. Doing so is ultimately the responsibility of the activity leader. Registers are, wherever possible, filled in a day or two before by the Senior School Receptionist using a list provided by the Senior School Administrator. This provisional register is confirmed or amended by the activity leader before 8.35am / 2pm on the day by 'phoning / e-mailing the Senior School Receptionist, who then updates SchoolBase accordingly. Form Tutors registering a Form in a classroom never presume that a pupil who is absent is present at such an activity. Therefore, **N** is entered rather than **P**.

12. REGISTERING PUPILS FOR OFF-SITE ENRICHMENT ACTIVITIES



Pupils departing for an off-site Enrichment trip (either at the beginning of period 5 or during lunchtime) are marked with a \$. Doing so is the responsibility of the person leading the Enrichment activity.

13. REGISTERING PUPILS ON SCHOOL TRIPS

Pupils on a school trip during Registration (or due to depart on one immediately after being registered) are marked with a **V** for visit. Doing so is ultimately the responsibility of the Trip Leader. Registers are, wherever possible, filled in a day or two before by the Senior School Receptionist using a list provided by the Senior School Administrator. This provisional register is confirmed or amended by the Trip Leader before 8.35am / 2pm on the day by 'phoning / e-mailing the Senior School Receptionist, who then updates SchoolBase accordingly. Form Tutors registering a Form in a classroom never presume that a pupil who is absent is on a trip. Therefore, **N** is entered rather than **V**.

14. FIRE

Registers taken on the day are a crucial element in accounting for all pupils in the event of a fire or fire drill. Details can be found in the *Fire Alarm and Emergency Evacuation Procedure*.

15. ABSENCE FROM P.E./GAMES

- "Off Games" means being unable to participate in a games and/or P.E. session.
- A note from either home or the Medical Centre is required should a pupil wish to be "Off Games".
- If the nature of the illness, which has resulted in the child being unfit for P.E. and Games, would be worsened by exposure to the elements, the pupil may sit in the library and work.
- Parents are asked to specify in the "off games" note whether they feel the illness would be worsened by exposure to the elements. If this is the case, the parents' wishes are respected.
- Similarly, if the Medical Centre decides a pupil should not go outside, that decision is respected.
- Pupils whose parents agree they may go outside to watch a games session should get changed into games clothing and footwear so that they can watch in comfort. This is especially relevant to squad members who should be encouraged to watch if their condition would not be aggravated by doing so.



- It is the responsibility of the pupil who is unfit for games and P.E. to show an appropriate note to the member of the P.E. department responsible for that session.
- A pupil suffering from an illness or injury which is likely to involve not being able to participate for more than one session is requested to bring an up-to-date note from parents for each games or P.E. session missed.
- If absence notes from parents to Form staff indicate that normal P.E. activities may not be pursued for the time being, the Form staff should initial and date the letter before returning it to the pupil to show to the P.E. staff before P.E. and Games activities. If the note covers a prolonged period, the parents should be contacted for positive confirmation as to when P.E. activities may be resumed.



APPENDIX 1- GUIDANCE FOR TEACHERS COMPLETING THE REGISTER

- If a pupil is in the classroom when you take the Register or if you know for certain that he/she is present in school at that time, mark him/her as Present using the symbol **/**.
- If a pupil is absent and you do not know why, enter a **N** for No Reason Yet Provided. An **N** cannot remain there indefinitely, and it is the responsibility of the Form Tutor to obtain evidence so that it can be changed to a different code as soon as possible.
- If a pupil arrives late but before the end of Registration, enter a **L** for Late. This should be done regardless of the reason for the lateness.
- Punctuality Warnings for culpable lateness are issued at the teacher's discretion. For instance, "bad traffic" is a reason for lateness that is beyond the pupil's control, but there comes a point where the pupil must be asked to leave home earlier.
- Under no circumstances should the Register be closed without an entry next to every child's name.
- The code that you use in the Register should reflect where and what the pupil is doing *at the time when you take the Register*. E.g., if you have a parental note asking the pupil to leave for a hospital appointment at 9am and returning at 12 noon, you must mark her with a **/** for Present, not a **M** for Medical appointment. The only exception is if you are registering pupils on site immediately prior to departure on a school trip or off-site activity (such pupils should be marked with a **V**, **P** or **\$**).
- Other colleagues may make legitimate entries in your Form's Register, so do not over-write these unless you know for certain that they are incorrect. To this end, **check for Present marks in your register before pre-filling it with Presents** (otherwise you will end up over-writing a **/** with a **N**).
- The following codes are used by Form Tutors, School Nurses, Peripatetic Music Teachers or anyone else responsible for a pupil on-site at the time of a Registration:

/	Present on site
I	Illness
L	Late (less than 30 minutes)
N	No reason yet provided (pupil absent and we aren't sure why)
M	Medical / dental appointment
C	Other authorised circumstances (e.g. funeral, family emergency, national sports team)
Q	Sixth-Form unsupervised university visit
R	Religious observance

- The following codes are used by the Senior and Junior School Receptionists or by members of staff leading trips, off-site Enrichment activities or off-site fixtures etc.:



P	School-supervised off-site sporting, music or drama activity (excludes Enrichment)
V	School trip or visit (excludes Enrichment)
\$	Off-site Enrichment activity
U	Late (more than 30 minutes- counts as unauthorised absence)
X	Sixth-Former not required in school

- The following codes are seldom used and should only be entered either by or at the instruction of Heads of Year / Heads of Section / Data Manager:

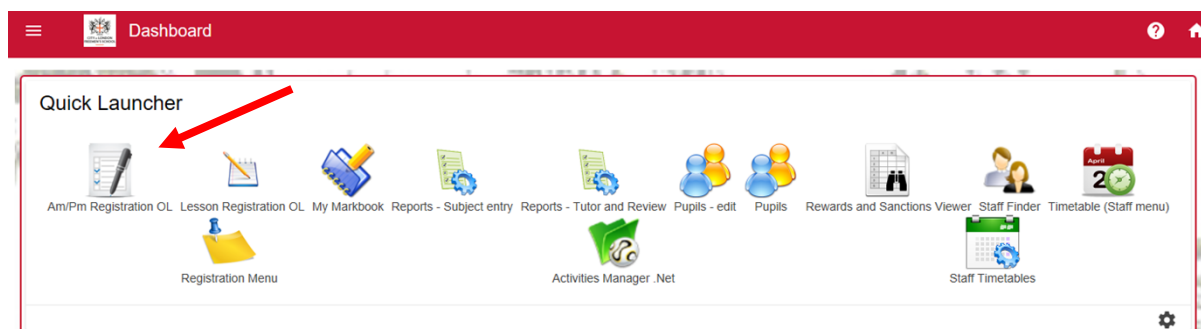
G	Family holiday (unauthorised)
H	Family holiday (authorised)
J	Interview (for a job or university or school)
O	Unauthorised absence (other than arrival after 9.10am or for a family holiday)
B	Educated off site by a different school (e.g. Taster Day)
E	Externally suspended
S	Study leave (includes sessions during Study Leave when the pupil is on site)
W	Work experience
Y	Unplanned school closure (e.g. snow, floods, major incident) or cancellation of school coach means that pupil is unable to attend
Z	Pupil on Attendance Register but not yet entered onto the Admission Register
#	Planned school closure (school holidays, May Bank Holiday, INSET days)

Junior School Register Files must be returned to the JS Reception after Registration, and Form Tutors must check and clear these files regularly.

Registers are taken using Online SchoolBase, failing which Offline SchoolBase is used. If that too is not working, a paper Register should be sent for from Reception, completed and returned there. Please see below for how to register pupils on SchoolBase.

Morning Registration using Online SchoolBase

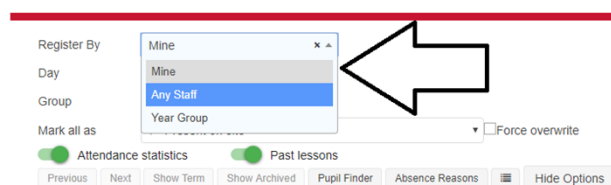
Log on at <https://www.schoolbaseonline.biz/Logon?dname=clfs> using network username and password. Then go into **AM/PM Registration OL**, which will display your own Form's register by default. If you are covering someone else's Registration, select his/her name from the drop-down list.



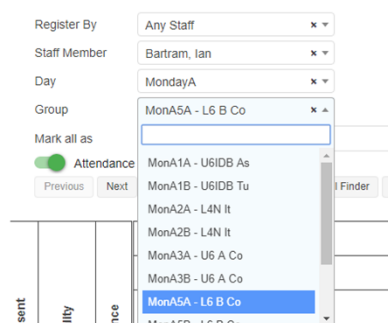
Period 5 Afternoon Registration using Online SchoolBase (for U3-U6 only: for F1-L3, use AM/PM Registration OL as above)



Online will select you by default but if you are covering select any staff from the drop down option and select the staff member



Select the current day and the period 5A option



Students in that group for that period will appear

Click in the box to mark registration or click A5A to mark all and you can then make individual changes if required

Register By: Any Staff
Staff Member: Bartram, Ian
Day: MondayA
Group: MonA5A - L6 B Co
Mark all as: Unmarked ☐ Force overwrite

☒ Attendance statistics ☒ Past lessons

Previous Next Show Term Show Archived Pupil Finder Absence Reasons Hide Options

Pupils	Total Present	Late	Auth Absent	Unauth Absent	% Punctuality	% Attendance	Week 2				
							September				
							Mon	Tue	Wed		
							3	4	5		
Marin-Borquez, Irene L6AWW AWW	0	0	0	0	100	0	A5A	A5B	A3A	A3B	A4A
Pezzuto, Luca L6KJR KJR	0	0	0	0	100	0					
Tororey, Adrian L6STH STH	0	0	0	0	100	0					

If you make a mistake or register the wrong day/period etc., select **Unmarked** and tick the force overwrite then click on the period that is incorrect and this will overwrite it.

Register By: Any Staff
Staff Member: Bartram, Ian
Day: MondayA
Group: MonA5A - L6 B Co
Mark all as: Unmarked ☒ Force overwrite

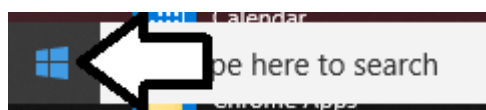
☒ Attendance statistics ☒ Past lessons

Previous Next Show Term Show Archived Pupil Finder Absence Reasons Hide Options

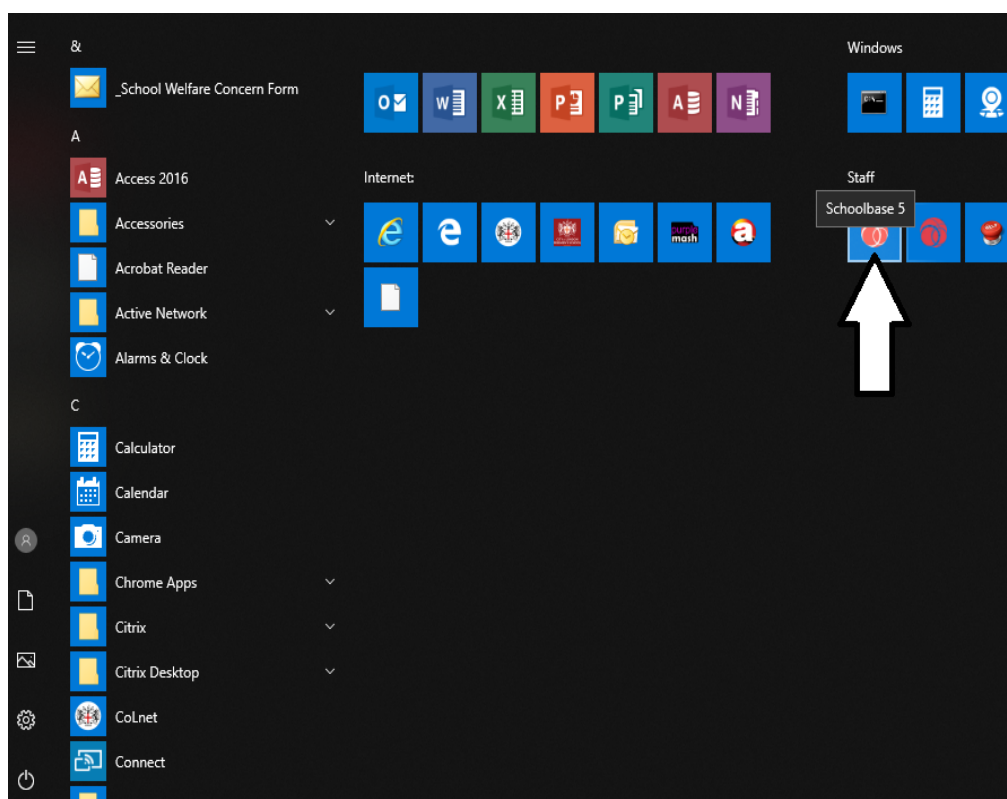
Pupils	Total Present	Late	Auth Absent	Unauth Absent	% Punctuality	% Attendance	Week 2			
							September			
							Wed	Thu		
							5	6		
	0	0	0	0	100	0	A4A	A4B	A1A	A1B

Morning Registration using offline SchoolBase

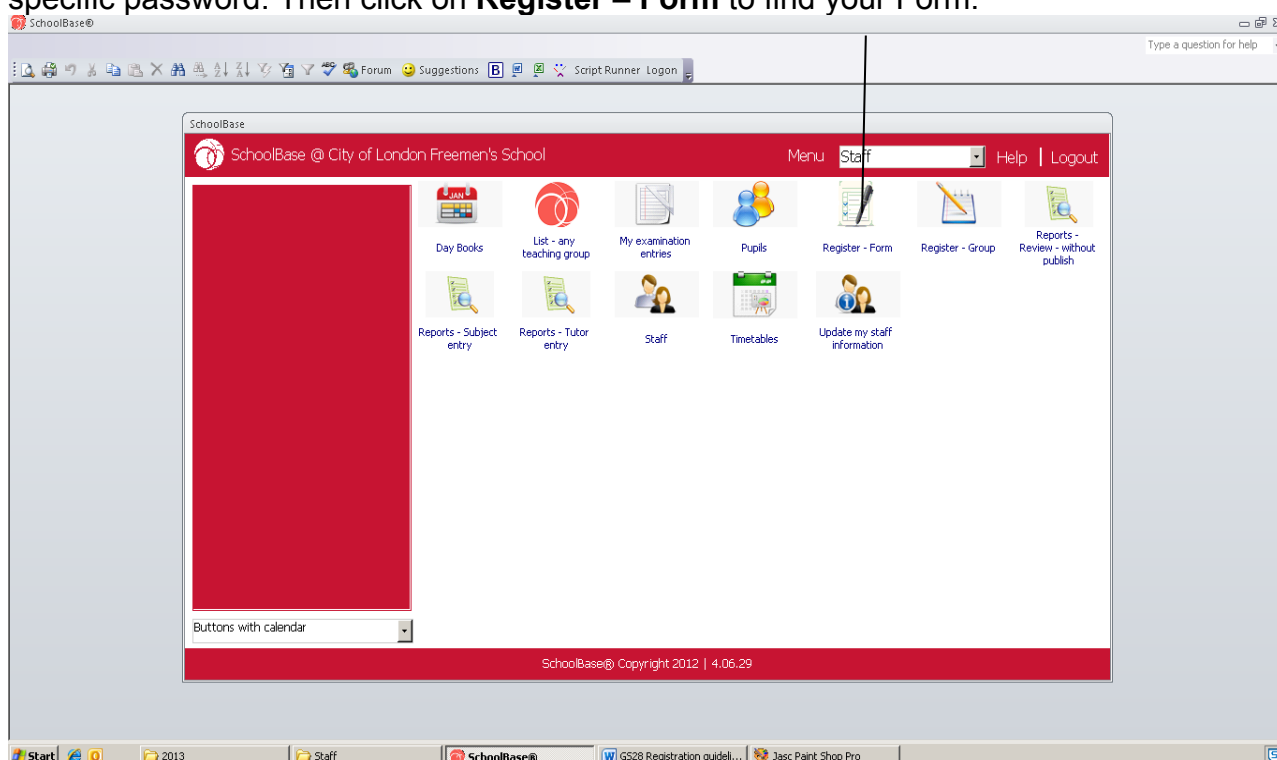
From the Windows 10 Start Menu



Go to the SchoolBase 5 icon shown below the one next to it is for SchoolBase online

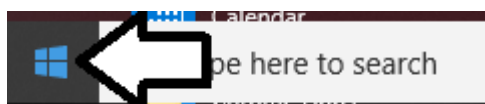


In order to log on, find your name from the drop-down list and use your SchoolBase-specific password. Then click on **Register – Form** to find your Form.

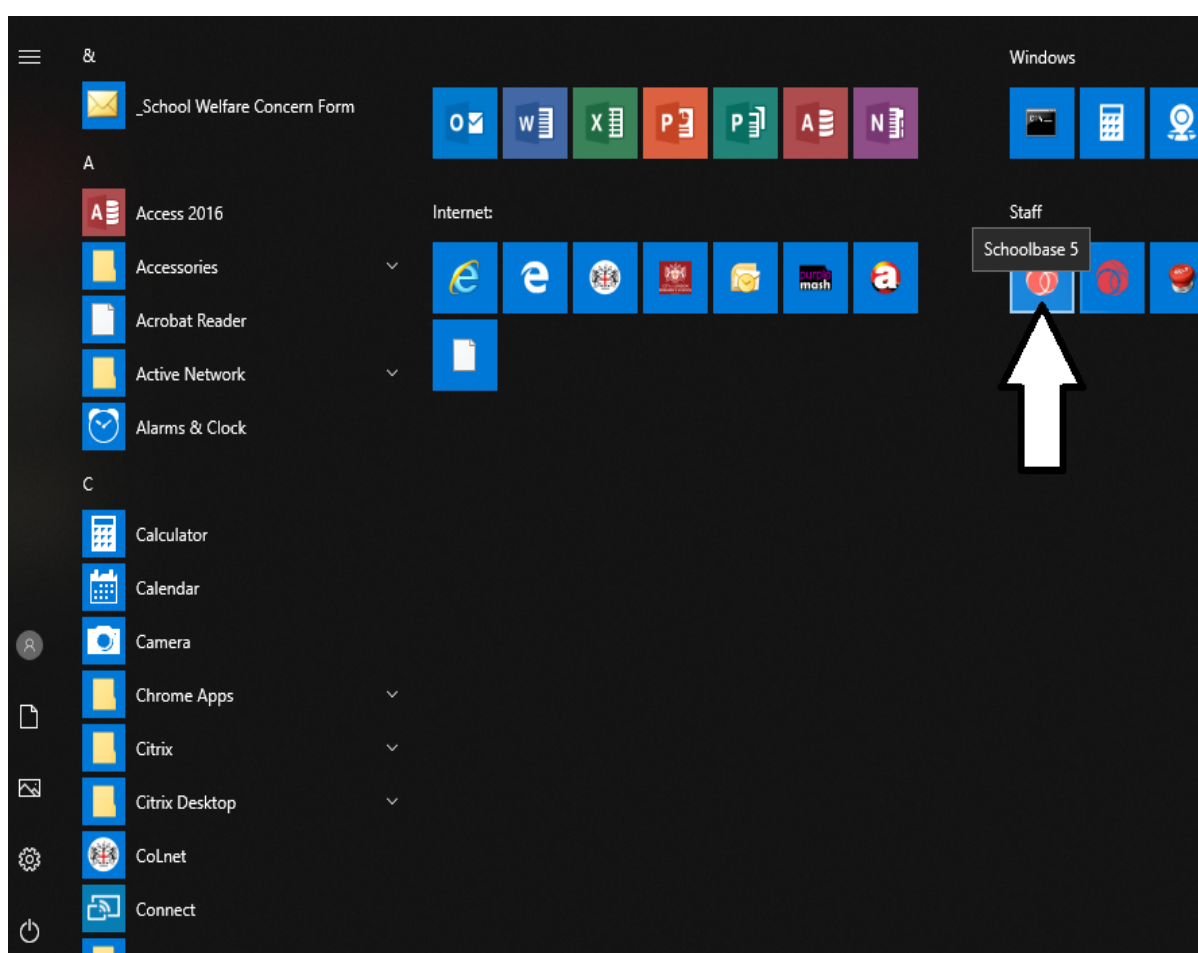


Afternoon Registration using offline SchoolBase

From the Windows 10 Start Menu

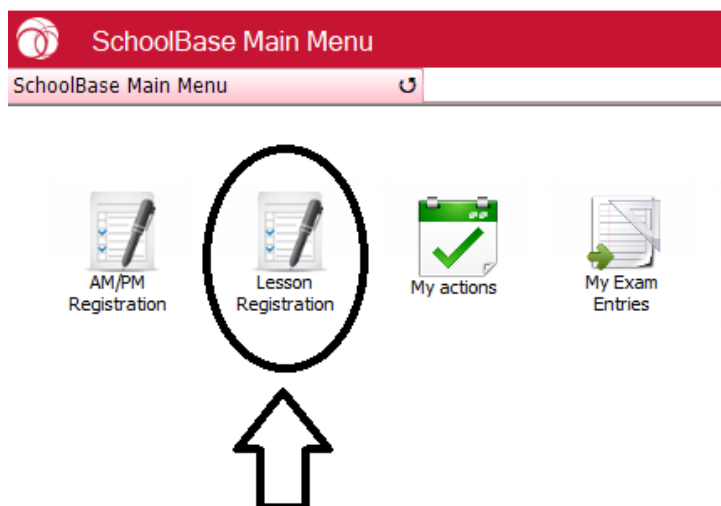


Go to the SchoolBase 5 icon shown below the one next to it is for SchoolBase online

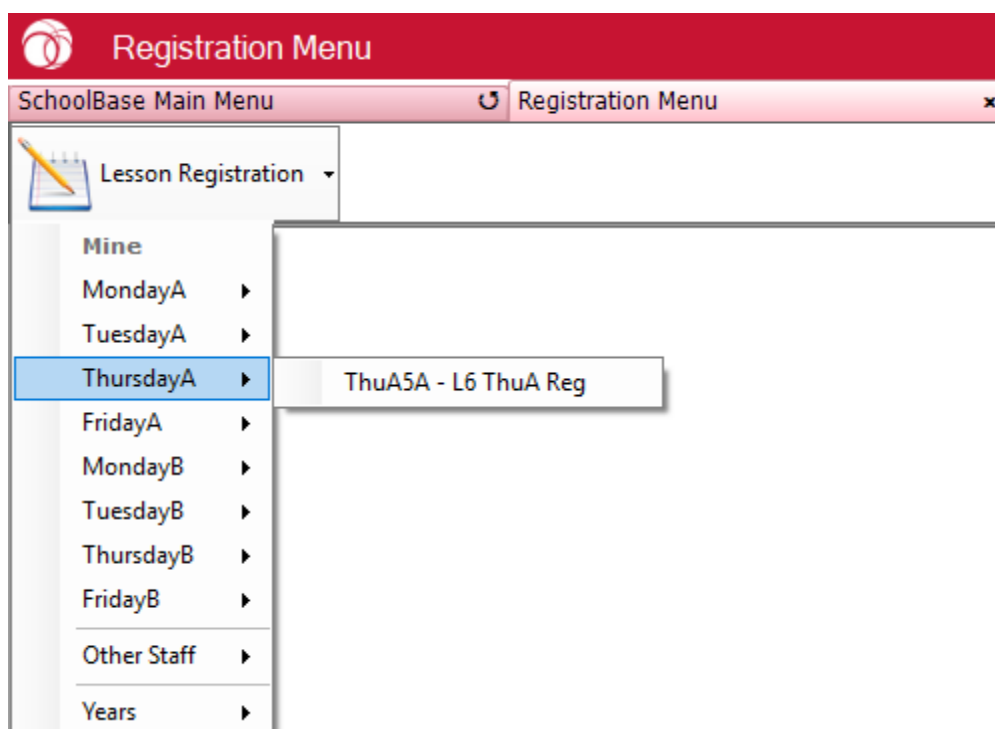


Find your name from the drop-down list and use your SchoolBase-specific password

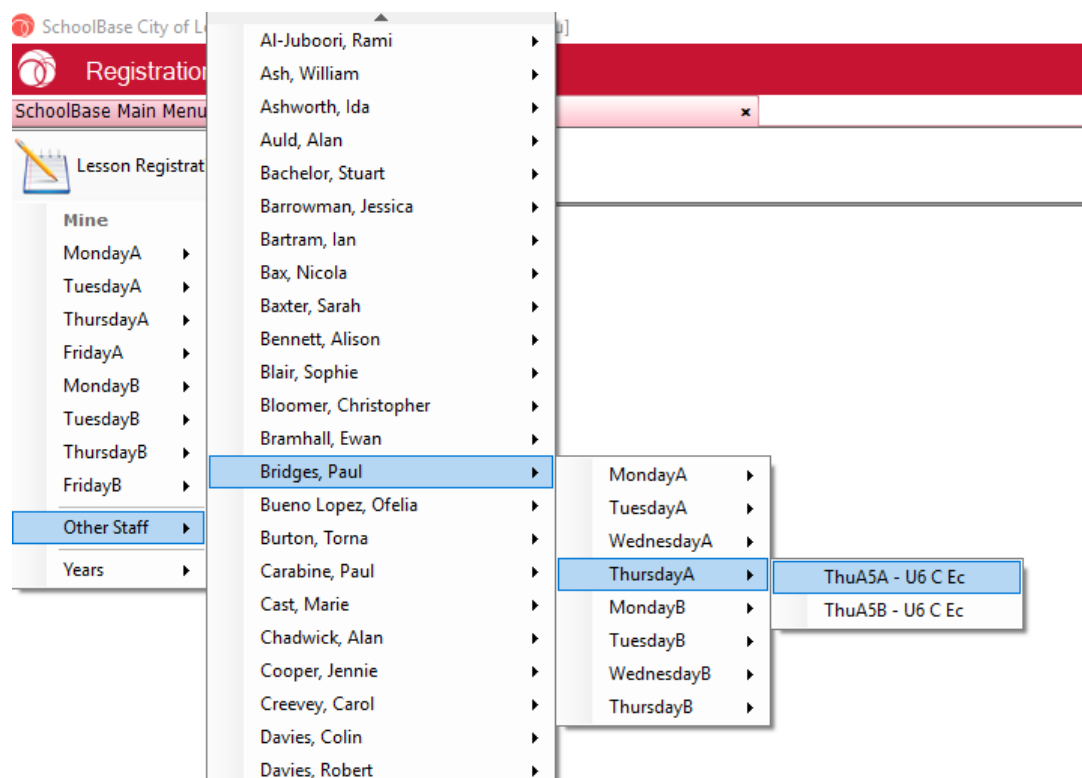
Select 'Lesson Registration' from the main/screen menu



For your own Registration, select current day from the dropdown list.



If you are covering a lesson, go to 'Other Staff', hover over his/her name and move across to the desired day and period 5A lesson and click



After clicking period 5A the pupils in that lesson will load, current day will show in orange(ish). If you hover the mouse cursor over the day, it will show the period.

ThuA5A : U6 C Ec - Lesson Registration

SchoolBase Main Menu

Registration Menu

ThuA5A : U6 C Ec - Lesson Registrat...

Lesson Registration

Term Start: 27-Aug-2018

Mark all as

Force overwrite

Pupils: 7

Day Book

Show Less


FullName	Total Present	Late	Auth Absent	Unauth Absent	Punctuality %	Attendance %	Oct Wk 41 Mo 8	Oct Wk 41 Tu 9	Oct Wk 41 Tu 9	Oct Wk 41 We 10	Oct Wk 41 We 10	Oct Wk 41 Th 11	Oct Wk 41 Th 11	Oct Wk 41 Fr 12	Oct Wk 41 Fr 12	Oct Wk 42 Mo 15	Oct Wk 42 Mo 15	Oct Wk 42 Mo 15	Oct Wk 42 Mo 15	Oct Wk 42 Tu 16	Oct Wk 42 We 17	Oct Wk 42 We 17	Oct Wk 42 Th 18	Oct Wk 42 Th 18	Oct Wk 42 Fr 19
Barrows, Robert	30	0	2	0	100	100	/					/	/			/									
Blythe, Charlotte	30	0	0	0	100	100	/					/	/			/									
Jepp, Alexander	30	0	5	0	100	100	I					/	/			/									
Marshall, Lewys	30	0	0	0	100	100	/					/	/			/									
Mok, Ashley	29	1	0	0	97	100	/					/	/			/									
Parks, Conrad	30	0	0	0	100	100	/					/	/			/									
Walkden, Jules	30	0	0	0	100	100	/					/	/			/									

18/10/2018

Period:ThuA5A

Session:PM

Click the correct day to mark all present or click in each box to mark individual pupils

Oct Wk 42 We 17	Oct Wk 42 We 17	Oct Wk 42 Th 18	Oct Wk 42 Th 18	Oct Wk 42 Fr 19	Oct Wk 42 Fr 19	Oct Wk 43 Mo 22
						
		<div> <div>/ Present on site</div> <div>I Illness</div> <div>L Late (less than 30 mins.)</div> <div>N Absent- No reason yet provided</div> <div>M Medical / dental appointment</div> <div>C Other authorised absence (e.g. court)</div> <div>Q Unsupervised university visit</div> <div>R Religious observance</div> <div>P Off-site sport, music or drama</div> <div>V School trip or visit (excl. Enrichment)</div> <div>S Off-site Enrichment activity</div> <div>U Late (more than 30 mins.)</div> <div>X Sixth-Former not required in year</div> <div>G Family holiday (unauthorised)</div> <div>H Family holiday (authorised)</div> <div>J Interview (for job/university)</div> <div>O Unauthorised absence (exc. I)</div> <div>B Educated off site by a different provider</div> <div>E Externally suspended</div> <div>S Study Leave</div> <div>W Work experience</div> <div>Y Unplanned school closure (e.g. fire)</div> <div>Z Pupil not yet on Admission Register</div> <div># Planned school closure (holidays)</div> </div>				

When you're happy with the register click 'Save' at the top and close the register

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□
×

Help	Save	Refresh	Close
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Security, Access Control, Workplace Safety and Lone Working Policy

INTRODUCTION

Our policy for the security and workplace safety at the City of London Freeman's School is primarily to provide a safe and secure environment in which our pupils can learn, our staff can work and our visitors can come and go. Its second objective is to protect our buildings and grounds, together with the equipment belonging to the school and the personal possessions of everyone in our community.

This Policy applies to all pupils, including boarders, and should be read in conjunction with our *Supervision Policy*.

RESPONSIBILITIES

The Headmaster

The Headmaster has overall responsibility for health and safety on site. This includes ensuring that there are suitable arrangements in place for security, workplace safety and lone working, and for monitoring and reviewing these arrangements on a regular basis.

The Bursar

The Bursar delegates responsibility for the physical security of the buildings to the Facilities Manager, the cleaning contractor (Sodexo) and the external security company for locking and unlocking external buildings and windows at the start and close of every day, switching on and off security alarms and for carrying out regular checks of the site (both when it is occupied and unoccupied). The Facilities team manages the CCTV system from the monitors in the Gatehouse. The Bursar ensures that at least one member of her team of Caretakers and/or external Security Staff is on duty or on call 24 hours a day, 7 days a week during term time including public holidays.

The Facilities Manager

If the security or fire alarms are activated outside school hours, our monitoring service (currently Southern Monitoring) rings the Gatehouse or, if there is no answer, the Facilities Manager to ascertain whether or not the Fire Service should be called. If they receive no reply, they call the Fire Service anyway.

The ICT Manager

The ICT Manager and his team are responsible for maintaining a safe IT technical infrastructure at the school. Their responsibilities include protecting the network and equipment from attack by viruses, maintaining robust firewalls to safeguard or prevent inappropriate usage, and ensuring the security of our electronic hardware. All school computers, printers, copiers, scanners, projectors, screens and

other electronic equipment are security marked and a register is maintained of all equipment showing make, date of purchase, cost and location in the school. The asset register is audited and updated annually.

Teaching Staff on Duty

The School has a duty rota to ensure that pupils are adequately supervised when not in lessons. Details can be found in our *Supervision Policy*.

RISK ASSESSMENTS

The Facilities Manager and Head Groundsman have conducted risk assessments on the security and safety of the grounds and all the buildings. A copy of these risk assessments is on the staff shared area of the network and in the Facilities Manager's office. These risk assessments are included on the site Risk Assessment Register.

VISITORS AND CONTRACTORS

All visitors and contractors are required to sign in at our Reception (Gatehouse), where they are issued with a visitor's badge that should be worn at all times. They are shown the School's emergency evacuation notice and the way to the assembly point. Visitors and contractors wait in the Reception Area and are collected by the person whom they have come to see. All staff are expected to escort their visitors whilst they are at the school and to ensure that they sign out and return their badges on leaving.

When large numbers of visitors are at the School for open days, plays, concerts, exhibitions and other events, a brief announcement is made advising them of the location of the emergency exits that they should use in the event of the alarms sounding. Any such event is subject to our risk assessment policy.

ACCESS CONTROL

There are electronic vehicle gates at our vehicle entrance, which are linked to our School Reception. The passcode-protected electronic pedestrian gate(s) are unlocked during the school day but are locked overnight and, as additional protection, in the day during the school holidays, when visitors have to contact Reception in order to gain access.

PARKING FACILITIES AND DELIVERIES

There are clear signs directing visitors to our visitors' car park.

There are warning signs restricting speed to 5mph, and speed humps to restrict speed. We require all delivery lorries to be fitted with audible reversing alarms, and our Catering Manager has instructed our regular suppliers to avoid delivering to the School 0745-0845 and 1530-1630, which are times of high pupil and parent movement. In addition, the School's Banksman meets lorries at the Reception and walks in front of them on the route to the delivery yard.

RECEPTION

The Gatehouse is manned as follows:

	weekdays	weekends
during Term	0730-1700	0700-1900
out of Term	0800-1600	unmanned

The security alarm panels and the master fire alarm panel, showing the location of all alarm call points, are physically located in the Gatehouse. The Facilities Manager is given advance warning of fire practices. If either alarm goes off for any other reason, the staff have standing instructions to summon the Emergency Services.

The Gatehouse desk is fitted with a panic button. Small monitors covering the CCTVs located at the front door and the vehicle and pedestrian gates are located beneath the Reception desk, so that they are visible to the Receptionist on duty but not to passers-by.

LONE WORKING

If a member of staff wishes to work after the 7.00pm normal school closure time, or at the weekend between 8.00am and 5.00pm, when there is no function, they must arrange to do so in advance with the Duty Manager or Bursar, who will lock the rest of the school. The lone worker should report to the Security Guard on arrival and inform them of the approximate time they intend to leave the building – this should always be 15 minutes before the locking up time. They should notify the Security Guard once they have left. If they have not left by 9.30pm the Security Guard may ask them to do so.

PUPILS

We use PSHE and form/house/tutor discussions to promote awareness of safety amongst all age groups.

Every pupil is given a locker (or, in the Sixth Form, the option of one) for the secure storage of his or her personal possessions. Our boarders have lockable storage facilities in the boarding house. We encourage pupils not to bring large amounts of money or valuables to school (the cost of lunches is included on the school bill). We advise pupils that, if they have to bring more money than usual into

school because of some planned after-school activity, they can store it securely in the School offices.

BOARDING

On weekdays, boarders are expected to return to their boarding houses by 6pm for supper and then prep, and are not allowed to leave the Boarding House thereafter other than to attend an activity on site. There is more flexibility at weekends, with boarders enjoying freedom to leave the School site within parameters commensurate with their age and maturity. More details can be found in the Boarding Handbook.

Our Security staff carry out regular patrols of the school during the night.

USE OF SCHOOL FACILITIES BY MEMBERS OF THE LOCAL COMMUNITY

Local community groups use our sports and drama facilities outside school hours, at weekends and in the holidays. We regulate their use by hire agreements that cover practical matters such as: hours of usage, rent, insurance and security. A member of our Security team is always on site when outside groups are present. More information regarding safeguards on external lets can be found in our *Child Protection and Safeguarding Policy*.

PHYSICAL SECURITY MEASURES

All external doors and windows are fitted with locks. Windows are closed every evening. All external doors are fitted with fob security locks, which are in operation 1800-0730 during term time. External doors are linked to the security alarm system. The alarm is regularly maintained, conforms to British standards and is operated in accordance with the recommended code of practice. There are electronic gates at the vehicle and main pedestrian entrances. All doors, windows and gates are checked by our Security Staff / caretakers when locking up.

We ensure that pupils do not have unsupervised access to potentially dangerous areas, such as the science laboratories, the design technology rooms, CCF store, etc.. Doors to these areas are kept locked at all times when not in use. All flammable materials and substances are kept securely locked in appropriate storage facilities. Pupils do not have access to the Grounds, Maintenance, Catering and Caretaking areas of the school and certain areas of the site. Regular checks are made by the Facilities team throughout the day to ensure that restricted areas remain secured.

All valuable and electronic property is marked clearly as a deterrent to theft. A register of non-electronic valuables is maintained by the Bursar. The IT Director maintains the register of electronic equipment. Both registers are reviewed annually.

We use security lights to protect the outside of our buildings. They are fitted to some external doors and pathways around each building and connecting with the pedestrian entrance and the car parks.

CCTV

We have CCTV cameras covering the main entrance used by visitors, the pedestrian and vehicle gates, and the entrances to all other school buildings and the boarding house. CCTVs are also placed across the site, some of which are equipped with infrared night vision and are vandal-proof, and all of which are weather-proof.

We have notified the Information Commissioner that the school operates a CCTV system for the prevention and detection of crime and for the protection of pupils, staff and visitors. In accordance with the law, we do not provide CCTV images to any third party other than law enforcement bodies. Our main monitors are in the Gatehouse, to which access is restricted.

Assessment, Reporting and Recording Policy

for both the Junior and Senior School

Issue number	1.2
Name and appointment of owner / author	Paul Bridges, Deputy Head (Academic)
Review Body	SLT and Academic & Personnel Sub-committee
Last updated	1 st November, 2018
Reason for update	annual review
Last reviewed by SLT	August 2018
Last reviewed by Governors	not known
Next SLT review due	June 2019
Next Governor review due	October 2018
Where available	Staff Handbook, Parent Handbook

Assessment

Formative Assessment

A variety of techniques should be used to assess pupil progress, achievement and attainment.

These techniques could include assessment by:

- Observation
- Classroom discussion / verbal responses
- Written, short response assessments / assignments
- Extended written assessments / assignments / projects / essays
- End of unit assessments / tests
- Open ended and closed tasks
- Assessment of any practical, research or presentation skills or product.
- Self and peer assessment
- Assessment of group work

Marking

- i) Grades and marks **should not be written** on individual routine pieces of class and homework throughout the school.

Teaching staff should record grades / marks in their markbook that would have been given for individual pieces of work to aid with the writing of reports, the awarding of mastery level grades and for parents' evenings or parental contact. It is up to the individual to use a recording system that suits (e.g. 1-10, A* to E)

- ii) Teacher assessed work should be given feedback / feedforward comments

A subject's important skills should be highlighted and these should form the basis of the feedback and the targets set for the pupils for individual pieces of work. Comments should focus on transferable skills and on criteria ideally shared with the pupils beforehand. A possible structure for this could be a comment on two particular skills/criteria that were achieved to a high level and then a target, focusing on a particular skill/criteria that could be improved upon when a similar piece of work is attempted next time (2 stars & a wish).

Effort comments should be avoided, although noting vast improvements or diminishing levels of effort can be valuable if made sparingly.

- iii) Self and peer assessment

This type of formative assessment should occur on a regular basis, particularly after the completion of internal exams and end of unit assessments. Mark schemes should be displayed or handed out and discussions should occur, based on how to deconstruct the questions and the mark schemes. The pupils should then assess their own or other pupils' work. The pupils should be given the opportunity to discuss work done by themselves or their peers in detail and to justify the marks/grades/level they have awarded. In this way it is hoped that they will better understand the assessment criteria and why a particular piece of work is of a particular standard, and use this to improve on their own work. Ultimately pupils need to be able to recognise work of a high standard and judge their own work against it.

iv) Past examination questions/'quick' tests (e.g. vocabulary or numerical answers)

When a piece of work has an examination mark scheme or is a simple test (for example out of 20), then an attainment grade or score can be awarded.

Summative Assessment

Summative Assessment is the formal testing of what has been learned in order to produce marks or grades which may be used for reports of various types.

End of unit assessments/appropriate summative tasks (landmark assessments) can/should be graded using the appropriate attainment grade (see Reporting).

These grades should be shared with the pupils. Any feedback given to the pupils should be formative.

It is expected that pupils' work will be teacher assessed, in general, every other week, with perhaps self and peer assessment in intervening weeks.

A summative assessment should be given generally every three to four weeks so pupils can gauge their current attainment.

Reporting

Grades

To aid effective pupil monitoring, all pupils will be graded every half term.

Each pupil will be awarded:

- a **Mastery Level** indicating the understanding of subject content by the pupil over the half term
- an **Attitude to Learning** grade
- in years L5-U6, an **Working towards** grade (examination grade)

N.B. In examination years, if the pupils are taught by more than one teacher, each teacher will award a Mastery Level and Attitude to Learning grade, however, the pupil will only get one 'on target for' grade.

The tracking grades will be recorded in SchoolBase and complete a tracking grid, which will be accessible to the parents via the on-line portal.

Mastery level descriptions

1 Mastery

The pupil demonstrates a comprehensive understanding of all concepts and skills and can apply them to new contexts.

2 Secure

The pupil has a secure understanding of the main concepts and skills when applied to familiar contexts.

3 Approaching

The pupil grasps most of the main concepts and skills, and is approaching 'Secure'.

4 Developing

The pupil grasps some of the main ideas and skills; others require development.

Attitude to learning descriptions

A - A highly-motivated, organised and independent pupil. A reflective learner, who is able to recognise and work to remedy weaknesses.

B - A motivated pupil, who takes full responsibility for their learning, and who always completes work to the best of their ability. He/she demonstrates initiative and has a positive approach to learning.

C - A hard-working pupil who completes all work to a standard that reflects ability. He/she demonstrates some initiative and will seek assistance when required.

D - A pupil who completes the work to a standard in line with ability but does not show real commitment to progress. He/she completes most tasks presented to them, but lacks the initiative or motivation to develop his/her own learning further.

E - A pupil with the potential to achieve more. He/she is capable of distinguishing what needs to be done to improve learning but often chooses not to do so. Some work is completed to a basic standard.

F - An underachieving pupil who demonstrates little motivation to learn. He/she shows minimal commitment to work.

For the examination years (Lower 5-Upper 6):

The working towards grades will be awarded based on the appropriate examination criteria for attainment (i.e. A*-U, 9-1)

Written Reports

At regular intervals (generally each term), the pupils will receive either a written report or an oral report at a parents' evening.

Written reports may be a full written report, a short written reports or a targeted report.

Full written reports will include a comment from the subject teacher(s), the Head of House, the Boarding Tutor (if applicable), the Form Tutor, the Head of Section and the Headmaster (annually).

Short written reports will include a report from the class teacher consisting a sentence highlighting a real strength, and another sentence setting a SMART target for the pupil.

A targeted report will be written for examination classes at the end of the Spring Term and consist three bullet points highlighting three specific subject revision targets.

Written reports should be constructed alongside the written report's guidance found in the staff handbook.

Tracking

All pupils are given an ATL (Attitude To Learning) grade and a mastery level at every half term in the year. Heads of Year and Heads of Section can review these to quickly identify pupils who are

performing especially well or less well. Where necessary interventions can then be organised. In addition, landmark assessments are sat in November by U4 and L5 to give an overview of attainment. These scores are compared to MIDYIS scores and a performance indicator is calculated to identify under and over-performers. The same process happens for the summer exams. In Upper 5 the mock scores are used. For each test session equivalent grades are calculated and can be used to see progress over time. In the Sixth Form ALIS data is used as a comparator to actual grades given for tests. Currently most of the data is held on spreadsheets and the aim is to make the data more accessible on Schoolbase.

Educational Trips & Visits Policy

for pupils in both the Junior and Senior Schools

Issue number	1.3
Name and appointment of owner / author	Stuart Bachelor, Deputy Head
Review Body	SLT and Academic & Personnel Sub-Committee
Last updated	31 st October, 2018
Reason for update	annual review
Last reviewed by SLT	August 2018
Last reviewed by Governors	February 2013
Next SLT review due	July 2019
Next Governor review due	October 2018
Where available	Staff Handbook, Parent Handbook

Introduction

Strategic Intent: We want children at Freeman's to learn, to lead and to make a difference. The trips and visits programme forms a vital part in fulfilling our strategic intent and are central to the life of the School. Some trips are of direct relevance to the curriculum and form part of the teaching and learning in some subject areas. Other trips serve to enrich the school experience. They may relate to extra curricular activities, leadership training, physical recreation, self-development and other non-subject specific objectives. Trips and visits include the following (non-exhaustive list):

- a. day trips to historic sites, museums, galleries, natural features, farms, drama productions
- b. language trips abroad
- c. field trips, e.g. geography, history, art history
- d. adventure activities, e.g. canoeing, climbing, trekking, horse riding, sailing
- e. Musical / choir concert tours
- f. sports tours and ski trips
- g. Duke of Edinburgh Award programme
- h. Combined Cadet Force ("CCF") activities, including weekend exercises, military camps

When determining the programme of trips, the School is mindful to balance the many benefits of trips with the likely effects of lost teaching time.

The school calendar lists the trips and visits that are due to take place over the coming academic year, together with planned home and away sports fixtures.

It is the policy of the School to encourage educational trips and to ensure that they are properly organised and run in accordance with best practice and having full regard to health and safety and the School's duty of care to pupils. The School retains ultimate responsibility for pupils at all times during school trips, even when activities are undertaken under instruction from outside providers. Staff should be prepared to follow the procedures for organising and running trips in order to minimise the risks to pupils and themselves. A member of staff needs to act as a "prudent parent" at all times when preparing and participating in a school trip. Much of what is written about school trips is advisory rather than statutory, but following a rigorous procedure helps to minimise the problems.

Trips are excellent opportunities for continuing professional development. Mindful of this, the School aims to offer these opportunities to as wide a range of teaching staff as possible. In addition, and presuming that there is no conflict with the execution of their primary duties, non-teaching staff are also encouraged to attend trips in a supervisory capacity.

The Deputy Head is the Educational Visits Coordinator (EVC) for the School and scrutinises the arrangements for any trip leaving the school, as does the Head of the Junior School in the

case of Junior School trips. The Senior School Administrator, Lucy Ryckaert, provides administrative support for all trips.

The EVC conducts periodic reviews of the number, duration, timing, nature and quality of school trips at Freeman's to ensure that they provide an excellent range of opportunities for our pupils to fulfil their educational, personal, spiritual, artistic and sporting potential, as well as to check that the trips programme does not encroach to an unjustifiable extent on curriculum time.

Staff are given training relevant to trips from time to time. In April 2018 they were trained on trip risk assessments by the EVC.

This Policy should be read in conjunction with the following documents:

- Behaviour Policy
- Code of Conduct and School Rules
- Staff Code of Conduct (appended to the School's Safeguarding Policy)
- Alcohol Consumption by Pupils Policy
- Alcohol Consumption by Staff on Trips Policy
- Searches and Confiscation Policy

Procedures

Initial planning

1. Support is available to staff when planning a trip or considering whether or not one is viable. The Senior School Administrator is the first port of call for all administrative aspects of trip planning and the EVC for all other aspects.
2. In planning any trip consideration should be given to the benefit to pupils. A trip to a place they could readily be taken to by parents is not really suitable – trips should offer unique experiences which might be difficult for the general public to access e.g. specialist talks by staff at zoos or companies, specific projects for which the stimulus material may be found in an Art Gallery or museum and the work is guided by staff.
3. Each trip must have a designated Trip Leader (TL) who communicates with parents, tour companies, the Bursary, the Deputy Head / Head of the Junior School and takes the lead on the trip itself. A Deputy Leader should also be appointed who is appropriately acquainted with the details of the trip to take over in the case of the Trip leader being unavailable.
4. When seeking to staff trips, TLs are asked to advertise them as widely as possible rather than solely reverting to colleagues who have attended such a trip in the past.

5. The TL will hold a valid first aid certificate or ensure that one of the accompanying teachers does, although in certain narrowly prescribed cases the EVC may waive this requirement if necessary.
6. Where a school minibus/vehicle is used, the driver must be authorised under the City's Corporate Transport Policy.
7. Staff must plan any day/evening trip at least 6 weeks in advance, any domestic residential trip (or overseas non-residential trip) at least 6 months in advance and any overseas residential trip at least 9 months in advance. Overseas residential trips that have not run before must be mentioned to the Deputy Head a year in advance. As far as possible, trips should be scheduled to avoid clashes and competition between trips. Proposed dates for major trips, such as ski trips, sporting tours, music tours and adventure holidays, must be submitted at the earliest possible termly Calendar Meeting so that potential clashes can be resolved.
8. A preliminary visit is made by the Trip leader if deemed necessary by the EVC. If necessary every effort should be made to acquire details from other sources. The costs of any preliminary trip must be included in the overall budget for the trip.
9. Some trips may be organised using external providers. TLs must ensure that the provider holds a licence as required by the Adventure Activities Licensing Regulations. See www.legislation.gov.uk for further details.
10. No trips may be formally publicised to pupils or financial commitments entered into until the trip has been discussed and agreed by the Deputy Head. However, in some cases interest in a trip has to be gauged before approval can be finalised.
11. The proposal must have a clearly definable and educational purpose. Staffing must be carefully considered in order to minimise the number of lessons needing to be covered for staff absent on trips. Staff should give consideration to the amount of lesson time missed by pupils on the trip, especially for year-groups with forthcoming public examinations. It may be that approval is not granted by the DH if the trip is considered by him, to, on balance, be against the pupils' best academic interests.
12. It has not been practice at Freeman's for pupils to attend revision seminars or workshops and these should remain optional for students to undertake if they wish.
13. With the exception of departments such as Biology and Geography where field work is an essential component of the curriculum, departments should limit themselves to one outing per Key Stage per year if curriculum time is going to be lost. Evening events such as lectures and performances are not limited and the factors that need consideration are the lateness of the return and the age of the pupils.
14. Non-Freemen's children should not accompany Freeman's trips. The only exceptions to these are Glyn-Freemen's CCF trips.

15. It is not normally appropriate for staff to be accompanied by members of their family on trips and the agreement of the Headmaster is required before any exception can be made to this rule. Agreement is not required in the case of spare concert/theatre tickets being sold to relatives of staff where those relatives do not accompany the school party to and from the venue. If a member of staff is on a trip which also includes their own child they are given the [Staff Children on School trips 17 8 18.pdf](#) by the TL and asked to read and agree to it.
16. Travel involving staff using their own cars is only permitted if they have been authorised through grey fleet. Staff are not permitted to carry pupils in their own cars.
17. Drivers of a School minibus must have a current MIDAS certificate, have undertaken the City's transport training and confirmed that they have appropriate licences to drive a City vehicle. School minibuses may not be used for trips outside mainland UK.

Application

1. It is necessary for permission to be obtained from the Deputy Head. An 'Approval in Principle for an Educational Trip' form is filled out by the TL. The completed forms should be sent to the Deputy Head for signature at least 6 weeks prior to a day / evening trip or visit, at least 6 months for a domestic residential trip (or overseas non-residential trip) and at least 9 months for an overseas residential trip. Overseas residential trips that the school has not run before must be mentioned to the Deputy Head a year in advance.
2. A risk assessment is submitted with the Approval in Principle form. A risk assessment is simply good sense and the requirement is that it would be the response of a "prudent parent". Risk assessments from previous visits can be used as a starting point for a revised assessment, but they must never be adopted without checking for changes which may have occurred. Where an outside service provider is being engaged, for example a tour company or activity centre, that provider must supply a full risk assessment. However, this must be in addition to a risk assessment that covers the trip as a whole. Completed risk assessments are to be given out to all adults accompanying the party and need to be read ahead of the trip.
3. A basic itinerary is submitted with the Approval in Principle form.
4. The Deputy Head may decide that a "Plan B" must be formulated in case the intended programme cannot be followed, e.g. what to do in inclement weather.

Communication

1. Communications with parents include the fullest possible information about the purpose, destination, costs, insurance, requirements for spending money, the date after

which deposits cannot be refunded and cancellation arrangements. Parents are also informed of medical and visa requirements.

2. Parents are made aware of the level of insurance cover which is provided. If additional or special insurance is being obtained through a tour operator, provider of services for the trip (e.g. ski insurance) or the City of London Corporation, details of this cover are also given. Letters also contain a statement to the effect that parents may wish to consider the adequacy of their family 'all-risks' insurance provision. Parents are fully informed of all details relating to cancellation and withdrawal of their children from a trip, including information about possible loss of deposits. The TL takes a copy of the school travel insurance with him/her on any overseas or residential trip.
3. Parents are encouraged to be honest about pupil medical conditions which may compromise insurance cover. If necessary, separate insurance might be necessary for pupils suffering long term and medicated conditions such as depression. The expense of such a policy would need to be met by the parents.
4. The Deputy Head may require potential participants in a trip to undergo a medical examination to determine whether they are fit to take part. This examination should be carried out by the pupil's GP and a letter confirming fitness sent to the trip leader.
5. The Deputy Head reserves the right to exclude any pupil from a trip on medical grounds or if there are concerns about his/her behaviour. In addition, no travel is undertaken against the advice of a medical practitioner, as this would not be covered by insurance.
6. A briefing meeting for parents is held for any trip which is overseas or possesses any other unusual factors, and usually before pupils are asked to sign up. This meeting provides parents with full information about the trip and an opportunity to ask questions. Materials used at the meeting are sent electronically to parents and pupils who are unable to attend.

Advanced Planning

1. For all overseas trips, the TL has a meeting with the Deputy Head (or Head of Junior School for JS trips) shortly before the trip departs to anticipate and discuss any challenging aspects of the trip and to agree action points. The DH / HoJS may also request such a meeting for certain domestic residential trips.
2. All coaches booked for school trips must have seat belts. When booking a coach abroad, organisers obtain written confirmation that seat belts will be provided. If seatbelts cannot be guaranteed by coach companies abroad in countries where they are not compulsory, the member of staff organising the trip must consult the Deputy Head at the earliest possible stage of organisation.
3. The following rules for minibuses apply:

- a) In line with Highway Code, drivers of minibuses without pupils in them must have a rest of minimum 15 minutes every 2 hours of driving (or sooner if tired).
 - b) This figures decreases to 1.5 hours if children are being carried
 - c) maximum 4.5 hours on the road by one driver in one day carrying children [legal limit is 10 hours in one day] - otherwise second driver is required
 - d) maximum 6 hours if not carrying children
 - e) all of the above are based on the member of staff being fully rested and having had adequate sleep prior to driving
 - f) minibuses always have a passenger assistant (who is a member of staff) if carrying children unless: all occupants are Sixth-Formers or there are ≤ 6 children AND journey < 30 minutes
4. As a general rule, no pupil is permitted to take part without explicit parental consent. However, if and only if a trip meets all the following criteria, it is sufficient for parents merely to be informed of the details of the trip.
 - a. the trip departs and returns between 0835-1600 on a single day
 - b. the trip involves no hazardous or unusual activities
 - c. attendance on the trip is not optional
 5. The Senior School Administrator is responsible for securing consent.
 6. No pupil is permitted to participate in any trip without the necessary medical information having been received.
 7. Staff will need to give their mobile 'phone numbers to pupils and, in line with Freeman's *Staff Code of Conduct*, will therefore need to be equipped with school mobile 'phones.
 8. Travel to and from the destination is planned with care. As a general rule, unaccompanied travel is not permitted below the Sixth Form. For sixth-formers, accompanied travel is offered as an alternative to unaccompanied travel and explicit parental consent secured for the latter. Owing to the terrorist threat, unaccompanied travel is currently not permitted under any circumstances within Underground Zone
 9. When planning a trip, TLs should observe the general rule that staff should enjoy the same quality of food, drink and accommodation as the pupils. An exception might be, given that the reasonable expectation of privacy differs for children and adults, the provision of single rooms for staff who request it.

Staffing of Trips

1. It is important to have an adequate ratio of adult supervisors to pupils for any trip. The factors to take into consideration include:
 - a. Sex, age and ability of group;
 - b. Pupils with special educational or medical needs;

- c. Nature of activities;
- d. Experience of adults in off-site supervision;
- e. Duration and nature of journey;
- f. Type of any accommodation;
- g. Competence of staff, both general and on specific activities;
- h. Requirements of the organisation/location to be visited;
- i. Competence and behaviour of pupils;
- j. First aid cover.

2. Department for Education recommended staff to pupil ratios are:

1:6 for Years 1-3 inclusive (higher ratio for under 5's)

1:10 for years 4-6

1:15/20 for Years 7 upwards (with a larger ratio permitted for overs 16's)

1:10 for all visits abroad

3. Freeman's ratios are, as a minimum:

Years 7 – 13 1 adult to every 15 – 20 pupils for trips in the UK

1 adult to every 10 pupils for trips outside the UK

Years 4 - 6 1 adult to every 10 - 15 pupils for trips in the UK

1 adult to every 10 pupils for trips outside the UK

Year 3 1 adult to every 6 pupils for all trips.

There should be at least 2 adults with a trip. Exceptions to this would be small groups of Sixth Formers. The ratios stated are guidelines, and higher risk activities to be undertaken may require a higher ratio. Graduate Assistants, support staff and parents count as adults but are not given total responsibility for groups of pupils.

- 4. On residential trips with a mixed party that includes any pupils below the Sixth Form, the accompanying adults include at least one man and one woman. In the Sixth Form this is not a requirement but is desirable.
- 5. For trips abroad, at least 3 adults must accompany the party unless the number of pupils is fewer than 10, in which case there should be 2 teachers. Mixed parties abroad, irrespective of year-group, must be accompanied by at least one adult of each sex.
- 6. Supervision arrangements for overseas trips will need to be considered individually. At least one teacher should have a basic knowledge of the area to be visited e.g. local

medical services, bye-laws. It is advisable to have a 'basic knowledge' of the language of the country to be visited.

7. All Freeman's staff have enhanced DBS checks. Any other adults must be DBS checked if the trip is residential although this is not essential for day or evening trips on the condition that the Trip Leader ensures that they do not have unsupervised access to children at any point (staffing ratios may need to be increased in order to enable this). Any volunteer (e.g. a parent) should be DBS checked if they are regularly going to help with trips (i.e. more than 3 times in a term).
8. Non-teachers accompanying trips must be clear as to their responsibilities, be briefed and meet the pupils before the trip/journey and possibly receive training. They should not be left (without a teacher present) in charge of a large group or in a place with a potential hazard.
9. On residential trips, there should be a staff rota to allow each teacher some periods of relaxation without being first on call.
10. On all trips there should be a member of staff who has a First Aid qualification, although the Deputy Head may make occasional exceptions to this rule at his discretion.
11. Special arrangements for supervision are made when pupils of the School undertake expeditions and other exercises for the Duke of Edinburgh's Award Scheme. Elements of the Duke of Edinburgh's Award Scheme require participants to take part in unaccompanied activities.

Pupil behaviour and staff conduct on trips

1. Normal school expectations of pupil behaviour apply on all school trips. When briefed about their behaviour, pupils are reminded that: they are in the public eye and have the responsibility and opportunity to uphold the good reputation of the School; behaviour that brings the School into disrepute or risks doing so will be treated with the utmost seriousness.
2. Pupils are briefed about cultural norms operating at their destination and instructed to respect them assiduously. Particular attention should be paid to modesty of dress in certain countries and in religious sites such as cathedrals and monasteries.
3. It is important all adults accompanying a trip are aware of the School's *Alcohol Consumption by Pupils Policy* and that this is implemented without exception.
4. Adults on a trip should familiarise themselves with the School's *Alcohol Consumption by Staff on Trips Policy* and follow it accordingly.

5. Pupils are forbidden from bringing, purchasing or consuming high-energy drinks containing caffeine or other stimulants (e.g. Red Bull, Monster etc.). As prohibited items, these can be confiscated by staff under the School's *Searches and Confiscation Policy*.
6. Pupils are not allowed in one another's bedrooms without permission of a member of staff, and even then only into bedrooms belonging to pupils of the same sex. Pupils are forbidden from entering into the bedrooms of any non-Freemen's children or adults, and from allowing them to enter theirs.
7. If a pupil misbehaves on a trip, the TL is at liberty to impose a reasonable sanction then and there, such as withdrawal of free time or restrictions on activities. Pupils may receive sanctions on return to school in addition to or in place of such. The Deputy Head is informed immediately of any serious misbehaviour.
8. If the TL has reason to think that a pupil has a prohibited item, he/she may initiate a search in line with the School's *Searches and Confiscation Policy*. Staff should note that the scope of this Policy depends on the country in which the trip is taking place.
9. A serious breach of the code of conduct or of the normal rules of acceptable behaviour may result in the pupil being repatriated or returned home at the expense of his or her parents. The decision to repatriate or send home a pupil is at the discretion of the TL in consultation with the Deputy Head or alternative SLT Duty Officer. Parents are advised immediately.
10. Each member of staff carries a school mobile 'phone and only gives these numbers to pupils rather than personal 'phone numbers. However, if for whatever reason, they need to give a personal 'phone number, care must be taken at the end of the trip to delete pupil and staff numbers from all address books.
11. Staff wear seatbelts on coaches so that, in the event of an accident, they are able to discharge their duty of care to the pupils.
12. There may times on a trip when it is appropriate for a small amount of funds to be spent on essential items specifically for staff. An example is lunch for staff attending a Duke of Edinburgh Award expedition while the groups are out walking unsupervised during the day. Such expenditure should be modest, never excessive.
13. Staff may borrow and sign for a school laptop from IT Services in order to work while on a trip as long as they take good care of it and return it promptly. Any accidental loss, damage or theft is paid for from the trip contingency fund or by the respective departmental budget.

Active Supervision: recommendations

1. Group size: small groups are easier to count and chase than large groups. Head count frequently.
2. Close consideration should be given to any unaccompanied time, especially if there is liberty to spend it in public, and must feature discretely on the trip risk assessment. The profile of the area and the age of the pupils are the two most important factors. Pupils should go round in small groups (groups of 3 or 4), have clearly defined bounds, meeting points and times, know the location of staff, and be equipped with their mobile phone numbers to use in emergencies.
3. Check the weather, suitable clothing and provisions. Have emergency procedures in place.
4. Be aware of water
 - i. Activities near water such as a walk along a river bank or seashore, collecting samples from ponds or streams, paddling or walking in gentle shallow water. Tides and the time of high water should be checked for any seashore trip.
 - ii. Swimming in the sea or other natural water should only be allowed as formal and supervised activities, preferably in recognised bathing areas which have qualified lifeguard cover. Pupils should always be in sight of their supervisors.
 - iii. Swimming pools: there must be constant supervision by a sufficient number of qualified lifeguards;
 - iv. The swimming ability of individual pupils must be risk assessed.
5. Staffing must take into account having to send a pupil home accompanied.
6. Security measures must be taken into account e.g. terrorist threats
7. Check that seat belts are worn by all pupils and staff alike.

Illness / accidents / incidents

Wherever possible, a pupil's medical conditions should not prevent him/her from taking a full part in trips organised by the School.

Trip leaders should be fully aware of all the medical issues of pupils on the trip. Details are supplied in the trip information pack

Where pupils require epipens or other medication the trip organiser must make sure they are confident about the use of medications and have read the written guidance issued from the Medical Centre where appropriate (e.g. the correct use of an epipen).

Should any pupil become seriously unwell or be involved in an accident;

- 1 phone the school emergency contact (usually DH)
- 2 inform the pupil's parents

Do not delay ringing the parents because you cannot contact one of the emergency contacts.

All medicines, epipens and care plans must be returned to the Medical Centre no later than the agreed date of return.

In the event of any other significant incident, the TL 'phones the Deputy Head (or Head of the Junior School for JS trips) to inform him of what has happened and to seek advice. He will typically brief the Headmaster in turn.

Insurance

1. Appropriate Insurance Cover must be taken out to protect all those taking part in the trip. In the case of journeys abroad, the policy must also cover charges for any form of medical treatment provided for pupils and adults in the party, including necessary incidental expenses.
2. Some journeys are covered by inclusive terms, while others are not. It is important to be sure that the journey is adequately covered either by the inclusive terms offered by the travel association or under the City of London Corporation's insurance. Where cover is provided under inclusive terms, details of the Insurance Policy must be passed to the Finance Manager.
3. The TL should check that the provider / host venue has adequate Public Liability Insurance.
4. To take advantage of the City of London Corporation's travel policy, details of the trip will need to be provided by the trip organiser to the Finance Manager who will liaise with the City of London Corporation's Insurance Section. Details should be provided as soon as possible but in any case at least 2 weeks before a trip is to be undertaken.
5. The City of London Corporation's policy covers employees (including teachers), pupils, volunteers or helpers and includes cover in respect of:
 - Death and permanent disablement
 - Medical and emergency travel expenses
 - Money (including cash, travellers cheques, credit cards and travel tickets)
 - Cancellation, curtailment and change of itinerary

6. For trips to European Community countries, pupils and staff must each possess and take an EHIC. The Trip leader must have photocopies of these on the trip.
7. The Bursary must be notified as soon as possible of any claim or potential claim.

Passports and Visas

1. For trips abroad parents should be reminded to check that passports must be current (6 months beyond the return date is required by some countries). Pupils with non-EU passports will need to check if a visa is required. Non-EU nationals can travel to EU countries with a visa exemption form (see Senior School Administrator). Visas may be required for trips beyond Europe.
2. The Trip leader must arrange for a photocopy of the back pages of the passport and a copy of the visa application (if applicable) for every pupil on a trip.
3. It is often advisable for the Trip leader to carry a document listing the names of all in the party printed on official headed paper and signed by the Headmaster.

Financing of Educational Trips

1. The expectation is that trips are self-financing. Trips can only be part-financed through budget codes with the approval of the DH.
2. No payments, including deposits, may be made until Approval in Principle has been given by the Deputy Head. A signed copy of this approval form must be forwarded to the Finance Manager with the Preliminary Budget Estimate form before requesting first payments.
3. If the Trip leader intends to approach any outside body to sponsor or subsidise the trip they are planning, they must have the written agreement of the Headmaster and the Bursar in advance.
4. The financing of staff places over and above the normal pupil/staff ratio on all school trips must be approved by the Bursar.
5. The Bursar should be consulted about any pupil who might qualify for financial assistance. No parent or pupil must ever be led to believe that they might be eligible for financial assistance without the explicit authority of the Bursar.
6. Cost of mobile phone hire and calls must be included in the Preliminary Budget Estimate.
7. Expenditure on equipment and clothing for staff accompanying the trip should be detailed and approved by the Deputy Head in advance.

8. Payments may be made by instalments prior to the trip/journey, preferably by adding them to parents' termly bills; collection of income must be scheduled so that sufficient funds are available to cover outgoing payments. Arrangements for the collection of money using the School's accounting system will be necessary. The organiser should check that all income and expenditure has been credited / debited to the trip holding account. Any variations should be reconciled initially with the Finance Office. All monies (cash or cheques) collected must be given to the Finance Officer immediately for safekeeping, including a consolidated list of cheques.
9. Money must never be held in a member of staff's personal account.
10. All bills must be paid by the School and not directly from monies collected. V.A.T. receipts must be obtained to enable the School to reclaim the tax. All expenditure on invoices must be paid out through the Finance Office with appropriate authorising signatures.
11. All cash received at any fund-raising event for a trip must be counted by two members of staff in attendance at the time and a cash receipt sheet must be signed by both members of staff.
12. Arrangements for drawing cash when abroad are made through the School's accounting system. Cash carried on the trip is to be limited to £1,000 or currency equivalent and is to be distributed among several members of staff for safekeeping. Arrangements can be made for currency cards. Any foreign currency is to be ordered at least two weeks prior to departure.
13. The TL is responsible and accountable for the financial management of the trip for its duration.
14. All transactions/expenditure and incidental expenses for whatever purpose involving cash must have an appropriate receipt issued at the time for accounting purposes. In those exceptional circumstances where, for example, refreshments for pupils have been purchased from street vendors who do not issue receipts, it will be acceptable for the Group leader to write and sign a note, detailing the cost of such refreshments and countersigned by another member of staff on the trip.
15. All returned currency/monies must be forwarded immediately at the completion of the trip to the Finance Officer. The final account summary, together with all supporting accounting records, must be signed by the TL and submitted to the Bursary within one month of the completion of the trip.
16. The Bursary undertakes regular internal checks of all financial transactions and account records for trips. The aim is to protect the interests of the staff involved, whilst at the same time providing a high level of probity and security for the school trip's funds. Accounts may be subject to internal audit by the Corporation within four weeks of the completion of a trip.

17. The Finance Office maintains a central record of all planned trips to enable the Bursar's staff to ascertain when trips are due to end so that they can pursue any late returns of unused currency and trip documentation.

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Teaching & Learning Policy

Teaching & Learning Policy for both the Junior School and Senior School

Issue number	1.1
Name and appointment of owner / author	Paul Bridges, Deputy Head (Academic)
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Last reviewed by Governors	?
Next SLT review due	June 2019
Next Governor review due	October 2018
Where available	Staff Handbook, Parent Handbook

Teaching & Learning Policy

Aims of document

To provide support, advice and guidance for all teachers in the school to provide the best learning experience for the pupils. These can help further the school's mission and aims.

School Mission:

We want children at Freeman's to learn, to lead and to make a difference.

Our Aims:

We will do this by:

- nurturing a community of learners – adults and children – who are ambitious about what they might achieve in and out of the classroom;
- providing relevant opportunities for pupils to expand their horizons intellectually and socially; athletically and creatively; emotionally and spiritually;
- establishing an environment at Freeman's where everyone involved in the community is respected, trusted and supported;
- encouraging responsibility and capability; honesty and reliability; pride and passion;
- promoting determination and innovation; flexibility and adaptability; kindness and consideration;
- fostering in our pupils the confidence, curiosity, independence and wisdom to succeed in the next stages of their lives.

Teaching and Learning at Freeman's can contribute to these aims. Children can:

- 'Learn' the most up to date subject knowledge and skills across a range of traditional and contemporary subjects, taught by passionate specialists in Key stage 2 and individual subjects.
- 'Lead' their own learning by questioning, reflecting on and responding to feedback and engaging with lessons.
- 'Make a difference' in the world through the choices their education can enable; choices about how to live, how to think and how to be a responsible and active citizen of the 21st Century; and to make positive contributions in the classroom and wider world.

These aims will be most effective when:

- the learning environment is secure, stable and stimulating;
- the learning builds on prior knowledge and understanding;
- success criteria are explicit and models are provided;

- learning is centred on pupil learning rather than teacher performance;
- learning is collaborative and cooperative, and mutual respect is evident between the pupil and the teacher, and among all the pupils;
- pupils are questioning, reflecting, and discussing;
- independent learning and thinking are facilitated and encouraged;
- there are opportunities for creativity;
- utilising different learning styles;
- pupils have opportunities to transfer skills, knowledge and understanding to other contexts.

The Characteristics of pupils at Freeman's

In order to fulfil the school's aims, pupils should have the opportunity to develop the following characteristics:

- a growth mindset;
- intellectual curiosity;
- a love of learning for its own sake;
- resilience, self-reliance and persistence;
- research skills which exhibit discernment and independence;
- the ability to speak confidently in public;
- the ability to work as part of a group;
- to hypothesise and make decisions based on prior knowledge;
- motivation to take the initiative;
- the ability to connect classroom learning with the outside world, see relevance to their own experience and other subjects;
- the ability to contribute positively to the learning environment;
- the ability to reflect on the learning process and evaluate their own progress;
- the ability to plan ahead;
- the ability to understand the different ways in which learning takes place;
- a belief that their effort will bring about improvement;

Planning for excellent Teaching and Learning at Freeman's.

High quality teaching is embedded within a structure of subject based and Key stage 2 curricula. Teams of specialists work together to plan, deliver and reflect on pupil learning. Form tutors, Heads of Year, Heads of Department and Section Heads retain an overview of pupil progress across subjects, and provide support and advice to pupils, teachers and parents.

From Key stage 3 up, each department is responsible for creating schemes of work for all year groups. In Key stage 2, each year group team is responsible for creating the schemes of work, in liaison with the Key stage 2 subject co-ordinators.

A Scheme of Work must contain:

- overarching aims for the course/ unit of work covered;
- core knowledge, skills and content that needs to be taught;
- common assessments and activities that all teachers will teach;
- a range of suggested pedagogies and teaching activities that teachers may choose to use.

Each scheme of work should be an 'active' document, readily updated by teachers as new ideas are trialled and added in over the course of the year.

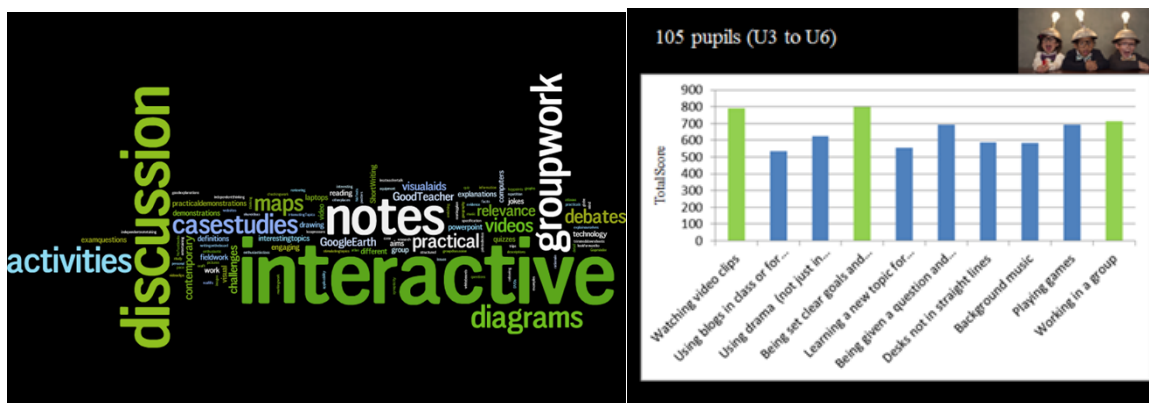
Achieving excellent teaching and learning at Freeman's.

The Independent Schools Inspectorate describes excellent teaching as:

"Teaching is often good and a significant proportion is of the highest quality, so that pupils are helped to develop a secure understanding of their subject and make rapid progress overall. Unsatisfactory teaching is not a contrary factor. High expectations of pupils' work are evident throughout lessons and in marking across the whole school. The flair and enthusiasm apparent in much of the teaching proves infectious and sparks endeavour and interest in the pupils. Resources such as books, the internet and the use of computers have proved most advantageous in supporting exciting approaches to learning. The teachers know their pupils' capabilities and adapt teaching well to meet their differing needs. They are highly effective in building on previous learning and helping pupils overcome difficulties. Marking and assessment are productively focused on guiding improvement and ensure that pupils have a clear understanding of their strengths and areas for development".

(Independent Schools Inspectorate 2015).

Pupils at Freeman's have taken part in two small scale research projects to identify the ways they felt teachers helped them to learn. The first, specifically in geography lessons, asked each pupil to write one word down that they felt epitomised good teaching. These were collated and used to create a 'word cloud'; each time the same word is used it appears larger in the cloud. The second research project asked pupils to rank from a scale of 1 to 10 the effectiveness of different teaching methods. The results are presented below.



Pupils at Freeman's feel interactive lessons, with active discussion, activities and group work are the hallmarks of a good lesson and that being set clear goals and specific targets for improvement as

well as watching video clips are the most effective teaching method. The 'teaching and learning' committee will conduct similar research involving pupil feedback and reflection on learning on a regular basis.

To achieve excellence all staff should:

- have an enthusiasm for their subject;
- be committed to keeping up to date with subject knowledge and pedagogical developments;
- identify and respond to pupil prior knowledge and skills to ensure progression;
- plan lessons to ensure knowledge, skills and understanding are embedded (though formal written plans for each lesson are not expected unless the lesson is being observed) ;
- begin and end lessons on time and in a structured manner establishing clear and appropriate routines;
- ensure pupils are prepared for the next lesson;
- maintain engagement, pace and challenge, and spend as high a proportion as possible of lesson time on learning;
- ensure that the lesson is planned and is pitched appropriately to the age and ability of the pupils, using, where appropriate, differentiated materials and resources (e.g. technology);
- have high expectations of pupil work and behaviour;
- employ a range of teacher strategies/approaches/activities within a lesson or sequence of lessons and ensure an efficient shift from one activity to the next;
- identify where it is necessary to change and adapt plans;
- make effective use of questioning (pitching closed and open questioning appropriately) and ensure thinking time for pupils to make connections in their learning;
- value pupils' contributions and make use of praise and reward to underline the value of achievement;
- ensure pupils are given feedback on work completed and that they know how to move on to the next level;
- ensure pupils are challenged, stretched and critically thinking;
- demonstrate checking of progress during the lesson in a variety of ways;
- regularly set, monitor and mark home work;
- regularly identify and use key subject specific language.

Excellent lessons at Freeman's.

All lessons at Freeman's should have clear aims, objectives and assessable outcomes.

Key term	Purpose	Planning questions
Lesson aim	To provide a rationale for the lesson and to ensure it fits into teacher's broader ideas about their subject education, within the specific topic and scheme of work being studied.	How do I want pupils to think in this lesson? Why are they learning about this? What are they learning for? How does this lesson fit with the ones before and after?

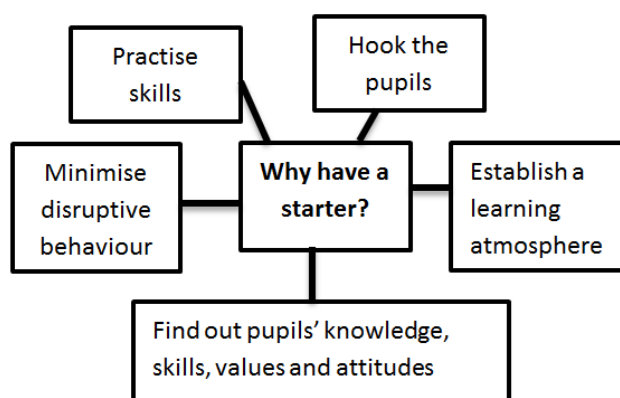
Learning Objectives	<p>To make clear what it is that pupils will be learning e.g. Knowledge, understanding, skills, behaviours, values, attitudes, Narrow down the aim into a workable form.</p> <p>Often objectives are differentiated to take into account varying ability levels, identifying those objectives which all pupils should be achieving, those which most will be able to meet and those which some might achieve in the lesson (though this can be a challenge in a highly academic school like Freeman's).</p>	<p>What do I want pupils to learn</p> <ul style="list-style-type: none"> -about -to do -through doing -from each other -and why? <p>Will I be able to evidence the pupils' learning?</p> <p>Is there a role for ICT to support learning?</p>
Learning Outcomes	<p>To make clear what will show that pupils have learnt in the lesson and how well. This is measurable and often quantifiable.</p> <p>To enable a reflection on the lesson aims and broader ideologies to inform future planning.</p> <p>Were the bigger aims built towards?</p>	<p>Were the objectives achieved?</p> <p>Have I been able to measure this?</p> <p>How might this inform the next teaching?</p>

The aims and/ or objectives do not need to be shared with the class. Wording them in the form of an enquiry question, which the pupils write down as the title of the lesson, can help structure the lesson for the pupils (for example, *Why did Hitler come to power?*); the question can be addressed in the plenary.

Once the aims of the lesson have been decided upon the outcomes envisaged and how these outcomes are to be assessed and monitored, at that point the pedagogy of the lesson needs to be planned.

An excellent lesson at Freeman's has three distinct parts: A starter activity, a main section, and a plenary.

The lesson should have a clear "starter" activity.



Pupils should be encouraged to engage in learning from the moment they arrive in the classroom. A starter should be a discrete element of a lesson and hook pupils' interest. This could be in the form of a key question, photograph, image or a short video-clip to which the pupils react or comment. It should be accessible as soon as pupils enter the classroom. Pupils may gain an understanding of the objectives, purposes of the lesson or it may recap on previous learning, and link to the lesson's content.

Starter activity	Example	Purpose
Intriguing image displayed to class for them to look at on arrival in the classroom.	Get them to ask simply 'who, what, where, how and why?'	To ask questions to stimulate thinking about the subject or topic being studied.
Mindmap	Pupils start with initial stimulus and branch out ideas and understanding.	To assess prior knowledge of a new topic, or understanding of previous topics.
Key word re-cap	Wordsearches, crosswords, matching exercise (word and definition), odd one out.	To check understanding of vocabulary used in the topic, and in the lesson which follows.
Unusual question/ 'Thanks'	This works particularly well with older pupils: - <i>Can water ever flow uphill?</i> - <i>Would it matter if no one ever wrote a poem again?</i>	To stimulate thinking and encourage pupils to apply understanding to unusual situations.

Main Lesson activities

Within a lesson, a variety of activities should be planned.

Teachers make choices about whether these episodes are teacher-led in which the teacher has close control over the activities of the pupils, or more pupil-led to encourage more independent learning. Each approach can bring different benefits. Teacher led activities can help children to remain on task as there is less chance of misunderstanding as the teacher can elicit specific information from the pupils. Pupil led activities involve pupils taking more control over what they learn and how they learn it.

Teacher led activities	Pupil led activities
Running a class debate Questioning individuals or pairs Review of homework and class work through whole class review.	Peer to peer teaching Individual research projects Presentations to the class on a particular aspect of topic being studied.

- during a lesson, activities should be planned in which pupils are asked to evaluate, explain, justify, develop their understanding, draw their own conclusions, work independently, self-assess, voice or formulate their own opinion and / or make reasoned judgements. Pupils can work co-operatively with the teacher, but also with each other in groups so activities can be planned to demonstrate this.
- certain activities should be avoided such as reading extended passages out of textbooks or off PowerPoint presentations. Copying off the whiteboard or off PowerPoint presentations should also be avoided as this does not encourage learning.
- thinking skills activities as ends in themselves should also be avoided; if a thinking activity is to be used it must develop subject knowledge.
- the main activity section of a lesson may have more than one section: if so careful consideration must be made as to when to move on from one activity to the next. Too early, and not enough pupils will have completed the basic tasks, too late and some might sit idle. Thus each activity should have an extension so those who complete earlier than the rest are able to continue learning.
- extension activities should be planned so if several pupils finish early, they are not sitting unoccupied. Extension activities should not be “more of the same”, but should allow them to access higher order thinking.
- teachers must monitor each pupil's progress throughout the whole lesson, by questioning individuals and circulating the room to see the work being done. This can then inform later aspects of the same lesson, or the following lesson.
- opportunities to use technology in the lesson should be sought, but not as an end in itself, but as a means to elicit and develop understanding, and aid learning.
- discussions should not go on too long as some pupils will switch off and lose engagement. This issue can be overcome if pupils are making notes as a mind map or spider diagram or another note-taking device.
- all pupils should contribute orally to a lesson if possible. Pupils should not contribute for a second or third time before another pupil has contributed to a lesson, or has at least been asked to contribute to a lesson. Directed questioning will help here, rather than only asking pupils who put their hands up.

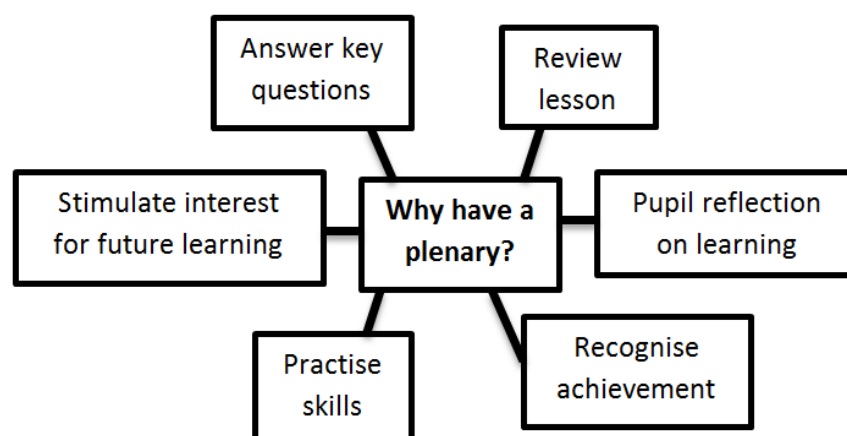
A range of possible learning activities is outlined below, and departments are encouraged to identify a similar activities specific to their own subjects.

Learning activity	Description
Card sort classification activity	Information is provided on a series of cards and pupils need to group into categories of on choice, or predetermined.
Role Play	Pupils pretend to be a stakeholder and argue or debate in character with each other

Odd One Out	Key words are provided, and a set of four presented to pupils who have to work out which one is not similar to the other three and why.
Taboo, Pictionary	Pupils have to get the rest of their team to say a key word by using their descriptions or drawings.
Living graph	Statements are provided about what life might be like at various stages on a graph, pupils have to decide where on the graph the statement refers.
Mysteries	A problem is presented to the pupils with a range of clues to possible solutions. Pupils read the information, maps, graphs and diagrams to solve the problem.
Most likely to....	This gets pupils to think about what types of people, activities or events are likely to take place in a given situation.
Predicting with video.	A video is played then stopped at a certain point, with pupils guessing what might take place next, before showing what really happened.

The lesson should have a clear “plenary” activity

Pupils should have opportunities to extend and deepen their learning and reflect on and articulate what they learned. The teacher may round off and summarise the lesson / part of the lesson and the learning of the whole group is drawn together. Teachers and pupils need to be able to assess what has been accomplished by the whole class in order to plan future lessons and pupils may be directed to the next phase of learning. Pupils should understand not only what they have learned, but how they have learned it. Mini-plenaries can also take place part way through the lesson to summarise the first part of a lesson, before moving on to a different topic or activity.



- the timing of the plenary is important. It should not be rushed. The bell marks the end of the lesson, not the start of the end. If the bell rings, pupils will automatically switch off and start to pack up.

SAMPLE PLENARY STYLE QUESTIONS (from Plenaries on a plate)

- *What do you know now, that you did not know at the start of the lesson?*
- *What three things have you learnt today?*
- *What do you want to know as a result of what we have learnt today?*
- *How has today's lesson altered your knowledge or understanding?*
- *In what ways might you use your learning from today's lesson in the future?*
- *If you were going to teach this lesson to younger pupils, what would you identify as the key things they would need to know?*
- *Based on what we have learnt today, what do you think we should study next? Why?*
- *What connections can you make between today's learning and what we have studied previously?*
- *What skills have you used during this lesson?*
- *Produce five key points which summarise today's learning*
- *Pick one thing you have done today and identify why it was good and how it has helped you*
- *Compare what you have learnt this lesson with what you learnt last lesson. How is it similar? How is it different?*

Note: On the TES website there is a PowerPoint titled *Plenaries on a Plate*, which has 168 plenary ideas. It is excellent and has some really interesting and innovative ideas.

Monitoring Teaching and Learning and Freeman's

The success of teaching and learning relies on reflection and feedback. The implementation of this document will be monitored at a number of levels, with an encouragement for teachers to conduct peer-to-peer observation and feedback.

All teachers:

The quality of teaching is the responsibility of the teacher in the classroom. Each teacher achieves this by:

- planning all lessons carefully;
- being open to new ideas to help develop professional practice;
- being willing to try new activities, including the use of new technologies, to enhance pupil learning;
- observe other colleagues, within and outside own department, and be willing to provide positive feedback to their managers;
- be willing to be observed teaching to share best practice each year;
- sharing best practice amongst colleagues in the department and school;
- responding positively to lesson feedback and work scrutiny feedback;
- attending and being reflective of teaching and learning CPD and INSET opportunities;
- ensuring procedures for marking, feedback, recording and reporting on pupil progress are implemented and are in line with departmental and school policies.

Heads of Department:

Heads of subject departments are responsible for the effective teaching of their subjects, the evaluation of the quality of teaching and the monitoring pupils' progress. Each Head of Department achieves this by:

- championing teaching and learning in their subject area;
- ensuring teaching and learning is an item on the agenda at all departmental meetings;
- evaluating the teaching of their subject and the planning of lessons;
- ensuring curriculum coverage, continuity and progress for all pupils;
- ensuring that department procedures for assessing, marking, recording and reporting on pupil progress are implemented consistently and are in line with departmental and whole school policy;
- analysing and interpreting data on pupils' performance against school expectations and other comparative data;
- monitoring pupils' work and progress by regular sampling of classwork and home learning through book looks as well as assessment data;
- ensuring teaching and learning targets are incorporated into targets set in the annual departmental review;
- carrying out formal lesson observations with a clear focus of all subject teachers, with feedback, each year;
- carrying out informal 'learning walks' each term, and providing feedback.

Heads of Key stage 2 Years:

Heads of KS2 year-groups are responsible for the effective teaching within the year group, the evaluation of the quality of teaching and the monitoring pupils' progress. Each Head of KS2 year achieves this, with the support of the KS2 subject co-ordinators, by:

- championing teaching and learning in his/her year group;
- ensuring teaching and learning is an item on the agenda at all year group meetings;
- evaluating the teaching and the planning of lessons within the year group, with particular focus on the core subjects;
- ensuring curriculum coverage, continuity and progress for all pupils;
- ensuring that the year group procedures for assessing, marking, recording and reporting on pupil progress are implemented consistently and are in line with departmental and whole school policy;
- analysing and interpreting data on pupils' performance against school expectations and other comparative data;
- monitoring pupils' work and progress by regular sampling of classwork and home learning through book looks as well as assessment data;
- carrying out formal lesson observations of all year group colleagues, with feedback, each year:

- carrying out informal 'learning walks' each term, and providing feedback.

Senior Leadership Team

The Senior Leadership team is responsible for the overall quality of teaching and learning across the school. This is achieved by:

- strategic planning of teaching and learning priorities in conjunction with Heads of Department;
- supporting the running of the 'teaching and learning committee';
- supporting individual departments through line management meetings;
- ensuring that the plan for school improvement places a high priority on teaching and learning and that structures are put in place to support these priorities; and
- monitoring the quality of teaching and learning across the school through activities such as lesson observations, learning walks, book scrutiny and department reviews.

The ethos of monitoring teaching and learning is to be positive, and to provide opportunities to share best practice across the school for the benefit of the pupils in the school.

Careers Education and Guidance Policy

Policy for both the Junior School and Senior School

Issue number	2.1
Name and appointment of owner / author	Rebecca Willis, Head of Careers in Sixth Form (assisted by Upper School Careers Co-ordinator and Assistant Head of Junior School)
Review Body	SLT and Academic & Personnel Sub-Committee
Last updated	8 th August, 2018
Reason for update	annual review
Last reviewed by SLT	August 2018
Last reviewed by Governors	?
Next SLT review due	June 2019
Next Governor review due	October 2018
Where available	Staff Handbook, Parent Handbook

Careers Education and Guidance (CEG) Policy

1. All schools have a statutory duty to provide careers education in Years 7-11 (Education Act 2011) and to give students access to careers information and guidance from both internal and external sources.

Aims and objectives

2. This policy provides us with a framework for meeting statutory requirements and achieving our school aims of –
 - nurturing a community of learners – adults and children – who are ambitious about achieving their potential in and out of the classroom;
 - providing relevant opportunities for pupils to expand their horizons intellectually and socially; athletically and creatively; emotionally and spiritually;
 - establishing an environment at Freeman's where everyone involved in the community is respected, trusted and supported;
 - encouraging responsibility and capability; honesty and reliability; pride and passion;
 - promoting determination and innovation; flexibility and adaptability; kindness and consideration;
 - fostering in our pupils the confidence, curiosity, independence and wisdom to succeed in the next stages of their lives.
3. In line with ISI regulatory requirements, we provide pupils with impartial, individual advice on GCSE and post-16 courses, to enable pupils to make informed decisions about a broad range of career options, as well as encouraging them to fulfil their potential. This policy is also mindful of the statutory guidance for maintained schools *Careers Guidance and Access for Education and Training Providers* (January 2018).
4. Through our career education programme we will work to prevent all types of stereotyping.
5. We note that in the statutory guidance 2018, the Gatsby Charitable Foundation Benchmarks are promoted as a standard of excellence. We use these Benchmarks

to plan a high-quality careers programme which will meet the needs of all our pupils. The Benchmarks are as follows:

1. A stable careers programme
 2. Learning from career and labour market information
 3. Addressing the needs of each student
 4. Linking curriculum learning to careers
 5. Encounters with employers and employees
 6. Experiences of workplaces
 7. Encounters with further and higher education
 8. Personal guidance
6. The ambition of the School's CEG policy is to help pupils to work through and develop strategies that will assist them both whilst they are at school and in the future. The strategies will be built around the following themes –
- a. **Self awareness:** helping pupils to become aware of their skills/abilities, knowledge, strengths, weaknesses, interests, personality, values and what they want out of life
 - b. **Opportunity awareness:** helping pupils to become aware of the possibilities that may be open to them, including career, educational and gap opportunities, whatever their gender or background
 - c. **Decision making:** helping pupils to make choices between the opportunities open to them, with impartial and individual guidance available at key points.
 - d. **Transition making:** helping pupils to move from one life-stage or opportunity to another by making informed choices.

The implementation of the policy

7. The overall responsibility for the management of CEG lies with the Head of Careers in the Sixth Form, the Upper School Careers Coordinator and the Assistant Head of the Junior School who are responsible to the Heads of Section.
8. Many staff contribute to CEG in their roles as Form Tutors, Heads of Department and Subject Teachers. It is the job of the Head of Careers in the Sixth Form and the Upper School Careers Coordinator and the Assistant Head of the Junior School to lead and support the delivery of CEG through these channels. They ensure that the provision is appropriate to the age, stage, ability and educational needs of every individual and is underpinned by equality of opportunity. The School provides a planned programme for all students in Years 3-13. (See Appendix).

9. The careers programme is partly delivered through PSHE sessions and is planned, monitored and reviewed by the Head of Sixth Form and the Upper and Junior School Careers Coordinators and Heads of Section.
10. The programme also includes off-timetable time (for example the careers taster day in Years 9 and 10, and Morrisby tests with individual follow up interviews for Year 11). Work experience is encouraged in Year 12. In Year 12 and 13 students are encouraged to make visits to universities on Open Days and to attend interview training. There is an annual Careers, Education and Gap Convention usually on the second Thursday in the November of the Autumn Term. Finally, there is a Careers lunchtime speaker programme with talks at least once per half term, which is open to Years 8 to 13.
11. Students are encouraged to evaluate their experiences and parents are encouraged to comment on careers provision.
12. Careers information is available in the Careers Room in the Haywood Centre, and in the Senior Library.
13. Funding for Careers provision is allocated to the budgets held by the Heads of Sixth Form and Upper School, who are responsible to the Deputy Head - Academic for this budget.
14. New services deemed necessary for use in the Careers programme will go through a commissioning process overseen by the relevant Careers Coordinator and Head of Section.

Evaluation of the policy

15. This policy is reviewed annually by the Deputy Head and the Heads of Sixth Form and Upper School Careers and the Assistant Head of the Junior School.

Relationship to other school policies

16. This policy is underpinned by our policies on curriculum, assessment, recording and reporting, equal opportunities, health and safety and learning support.

Appendix

The ways in which the above themes are currently delivered in the school include:

Self-Awareness

- Form One (Year 3) – LOWER 4 (Year 8): Various inputs that enhance self-awareness (including the 'Being Me in My World' unit taught in Form One and Lower Two, and using The Real Game in LOWER 4
- UPPER 4 The PSHE work done with the software program Morrisby enhances aspects of pupils' self-awareness, particularly their interests, strengths and weaknesses. Work on understanding your digital footprint.
- LOWER 5 (Year 10): The PSHE work done with the software program Morrisby enhances aspects of pupils' self-awareness, particularly their learning styles. SWOT analysis and SMART targets. Work on creating a positive digital footprint.
- UPPER 5 (Year 11): The Morrisby psychometric tests enhance pupils' awareness of their interests, strengths and weaknesses. Work is done on personal branding and the importance of your digital footprint for future employment.
- LOWER 6 (Year 12): Work Experience can enhance self-awareness
- LOWER 6 (Year 12): Aspects of self-awareness are covered during Lower 6 PSHE sessions
- LOWER 6 (Year 12): Students use the Unifrog platform to become aware of degree courses which would suit their study preferences, building on the work done earlier in the school to promote awareness of interests and strengths.
- UPPER 6 (Year 13): Students are encouraged to reflect, with their form tutor, on which higher education offers to follow in accordance with their interests. Tutors are reminded that advice given should not be biased or display favouritism to one route, or to one university.
- Leavers: Assistance is given to leavers within reason and at the discretion of the Deputy Head or other staff as appropriate.

Opportunity-Awareness

- Form One and LOWER 2 (Years 3 and 4): Opportunity-awareness in the 'Dreams and Goals' unit taught.
- LOWER 3 (Year 6): Opportunity-awareness in the "Jobs and Careers" PSHE unit that LOWER 3 are given by Junior School staff
- LOWER 4 (Year 8): Use of The Real Game
- UPPER 4 (Year 9)-UPPER 6 (Year 13): The school's annual Careers, Education and Gap Convention provides information on a range of opportunities and is open to all. Key speakers include Oxford or Cambridge, and EY who talk about their apprenticeship schemes. Delegates include a wide range of universities in the UK and abroad, gap year providers, employers, and colleges.
- UPPER 4 (Year 9) – UPPER 6 (Year 13): Speakers in school for our half termly lunchtime careers talks and occasional careers assemblies enhance pupils' opportunity-awareness with up-to-date information. Pupils are encouraged to reflect on what they have learnt during these sessions. Continued research on the Morrisby website.
- LOWER 5 – completing two careers case studies. One based on a parent or neighbour. Possible "Go to work with a parent" day.

- UPPER 5 (Year 11): The Morrisby tests and interviews enhance pupil awareness of a range of careers. Alternative routes post-16 are also regularly advertised by the Upper School Careers Coordinator.
- LOWER 6 (Year 12): Work Experience can enhance awareness of career opportunities
- LOWER 6 (Year 12): Higher education opportunities in the UK and abroad, as well as apprenticeship programmes, can be researched via our subscription to Unifrog.

Decision-Making

- LOWER 4 (Year 8): Use of The Real Game
- UPPER 4 (Year 9): Decision-making skills forms part of PSHE, and pupils receive a session from the Upper School careers coordinator, Head of Upper School and Deputy Head Academic on deciding between GCSE options
- LOWER 5 (Year 10): Pupils will attend two study skills sessions run by outside speakers.
- UPPER 5 (Year 11): Pupils will attend a study skills session run by an outside speaker.
- UPPER 5 (Year 11): Pupils are invited to discuss A Level option choices with their form tutors, the Upper School careers Coordinator and Sixth Form staff, and the opportunity for an interview with a Morrisby careers counsellor is made available. Staff are reminded that advice must be impartial and unbiased, and must allow students to leave doors of opportunity open
- LOWER 6 (Year 12): Students and parents attend evening seminars to support post-18 decisions. There is active support from tutors, Head of Sixth Form Careers and Head of Sixth Form to aid course and university choice and final decision making. Work shadowing and experience can also aid decision-making.
- UPPER 6 (Year 13): Active support from tutors, Head of Sixth Form Careers and Head of Sixth Form to aid course and university choice and final decision making, remaining mindful of the need to be unbiased.

Transition-Making

- LOWER 4 (Year 8): Use of The Real Game.
- UPPER 4 (Year 9): Pupils take part in a session with the Upper School Careers Coordinator on deciding between GCSE options and on how to access the services of the Careers Department to facilitate their smooth transition from UPPER 4 to LOWER 5
- LOWER 5 (Year 10): Attention is given to options beyond GCSEs and CV-creation as part of the "careers" PSHE that is conducted with LOWER 5 pupils
- UPPER 5 (Year 11): The Sixth Form Options evening provides awareness of the variety of GCSE options available at the School whilst the CEG Convention sees delegates from a variety of alternative post-16 educational providers.
- All UPPER 5 (Year 11) students are asked for a provisional choice of A-level options and are then interviewed by their tutors or a member of the Sixth Form team to ensure informed choices match with stated ambitions and suggestions from the Morrisby interview and/or by the Morrisby programme

- LOWER 6 (Year 12): Input by the Head of Sixth Form Careers to the PSHE Programme covers topics such as reviewing career options post-GCSE, moving on to university, and employability .
- LOWER 6 (Year 12) pupils receive guidance on making higher education applications. This includes on writing UCAS Personal Statements and on using the UCAS Apply system, and assistance is given to those aspiring to highly competitive destinations such as Oxbridge and Medicine.
- UPPER 6 (Year 13): Mock interviews, advice on Personal Statements, and assistance with using the UCAS Apply system. Targeted assistance is available at A Level results time in August to aid those who have not met their offers, or those who have exceeded them, so that they might meet their full potential
- Leavers: Assistance is given to leavers within reason and at the discretion of the Head of Sixth Form Careers or other staff as appropriate.

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Committee(s) Board of Governors of the City of London Freeman's School	Dated: 29 November 2018
Subject: Report of the Head of the Junior School	Public
Report of: Matt Robinson (Head of Junior School at Freeman's)	For Information

Summary

This report details what has happened in the Junior School at Freeman's since the start of the academic year 2018-19. It lists staff news, pupil activity and achievement.

Main Report

Staff News

1. We have two new members of Junior School staff this academic year: a new Junior School Form Tutor who is leading U2F, and one of this year's Graduate Assistants who is supporting the Form1 staff as a Teaching Assistant. Both have settled in extremely well: Our new Form Tutor has assumed the responsibility for Running Club and will become the KS2 History Co-ordinator in January 2019, and our Graduate Assistant has been on DofE expeditions and joined the CCF.
2. After a year in post as Head of Lower 4, a member of staff started this year as Head of Upper 3 but left us at half term to have her first child. She has been replaced temporarily by a member of staff responsible for a Head of House role which is now being covered by another member of staff. Both are well suited and qualified for their new roles, and have started well.

School Roll

3. One girl from Lower 4 left us after half term. The current JS roll is 397.

Academic

4. Extras to the curriculum this year have included various trips (detailed below) a Biology talk for Upper 3 and Lower 4 entitled Animazing, the author Megan Rix spoke to Freeman's children and guests from local maintained primary schools, and a photo competition of the most unusual place a book was read over half term was very entertaining. On 16th November Mexicolore visited Lower 2, enthusing with a love of the Aztecs, and Lower 2 and Upper 2 enjoyed the Science Dome (in our own foyer) to learn about astronomy earlier this month.

Trips

5. This term, already Form 1 journeyed to Butser Ancient Farm and spent an afternoon at the Red House with the octogenarian residents playing board games, Upper 2 visited Bough Beech Reservoir, and Upper 3 were toured around Battle and Pevensey. The Upper 2 and Lower 3 girls were treated to a trip to watch GB's Ladies' hockey team play Belgium. Colleagues were delighted by the children's behaviour and engagement.

Charity

6. As ever the term started with presentations from the children, canvassing for votes for their charity to be chosen by the Junior School community to be supported through the year. The human charity that was "elected" was Canine Partners and Born Free was chosen as the animal charity.
7. We wore Jeans for Genes day on 21st September and will be supporting the BBC Children in Need appeal on 16th November.
8. The FSA and the Junior School continue to work closely, not least in preparation for the Christmas Fair. Two members of the FSA spoke at a recent assembly to discuss raffles, prizes, mufti and the fair itself. I was told that the fireworks evening was populated mostly by Junior School families.

Arts

9. The Recital room has already hosted a number of concerts, and children from Form 1 to Upper 6 have impressed us with a variety of instruments, individually and in ensembles and orchestras.
10. On Monday 26th November the Lower 4 cast will perform an abridged version of *A Midsummer Night's Dream* at the GLive theatre in Guildford. Our Director in Residence is very excited and confident that the actors and technical team will do the school and themselves proud.
11. 3D printer club has started with great interest from Upper 3 and Lower 4 children. Our Head of Technology has been hugely impressed by the children's ambition.
12. The foyer is awash with glorious 2 and 3-dimensional work created by the children over half term for the House Art competition, the theme of which is Engineering. I hope that governors will have seen some of the photos on the website and Twitter.
13. Summer Music grades were published at the end of September: Junior School children achieved many passes, merits and distinctions, including five Grade 5s, and two Grade 6s.
14. A Ballet taster took place in October, which was attended by 15 children from Keystage 2. We continue to improve our extra-curricular provision (due in part to the excellent work of the Head of Boarding and Co-curricular).

15. Form 1's At home spectacle was another splendid success on 15th November. Parents, very young siblings and grandparents were royally entertained by songs, recitals, shared experiences and tea and cake.

Sport

16. Our fencing girls continue to impress: A L4M pupil won silver in the National U12 5th Elite Epee (losing the final by one point).
17. Meanwhile a pupil new to L4(M) this year came in top 8 in a recent U17 Sabre competition; she's 12! Over the summer she had won the U13 equivalent competition.
18. Two pupils from L4N and U2V won recent golf tournaments on the Surrey Rookie tour. Twin sisters in U2S have been selected to join the Surrey Girls' Golf Development Squad.
19. A pupil in L4Z has recently been selected for the U13 Surrey Hockey performance squad.
20. In the South East Regional Biathlon Championships (in early October) a L3IR pupil came 4th in his year group, automatically qualifying for the British Championships later in the year.
21. Six colleagues took children from Lower 4 to Jersey on a co-ed sports tour over half term. The girls played hockey and netball and the boys played rugby and football matches against clubs and other schools. All, including the teachers, had a splendid time.
22. A L4Z pupil won two Working Hunter classes last month at the Mid-Surrey Pony Club. She was presented with a shield and the most enormous trophy in assembly.

Conclusion

23. Much has occurred already this term, demonstrating what a vibrant and exciting place the Junior School is, for children, parents, staff ... and governors.

Matt Robinson

Head of the Junior School at Freeman's

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Committee(s) Board of Governors of the City of London Freeman's School	Dated: 29 November 2018
Subject: Headmaster's Report	Public
Report of: Headmaster, City of London Freeman's School	For Information

Summary

This report is intended to give the Board pertinent information regarding Freeman's since the last meeting held on 27th September, 2018.

- a) School Roll
- b) Wider impact of BREXIT
- c) Recent and forthcoming events
- d) Pupil achievements and successes

Recommendation(s)

Members are asked to:

- note the contents of this report;
- pay particular notice to items for discussion.

Main Report

a) School roll

FOR INFORMATION:

1. Current School Roll data is provided for members in *Appendix 1*.

b) Wider impact of BREXIT

FOR INFORMATION/DISCUSSION

2. The Town Clerk has asked for this item to be put as a Standing Item at all Grand Committees.
3. In terms of the City's independent schools, there are threats pertinent to all of us and threats pertinent only to Freeman's owing to our contingent of boarding pupils.

4. For schools with boarders like Freeman's, the threat is in not being able to recruit pupils from Europe. A combination of Brexit and poor political relations has already, for example, seen a decline in applications from Russia which were recently booming. The Independent Schools' Council has said in a statement: "With a move away from the European Union we will expect, in time, to see changes to legislation which are specifically relevant to schools. It is especially likely this will concern international pupils in our schools."
5. Boarding aside, weakening of the pound is likely to influence student recruitment for independent schools as is the likelihood that some families who educate their children in independent schools could be forced to move out of London and the home counties should The City not remain the attractive prospect for the economy that it currently enjoys. [A study by KPMG](#) (*Appendix 2*) has shown that around a million EEA citizens working in Britain are either planning to leave or have already decided to leave the country as a result of Brexit. While the study showed that Britain remained in the top five most desirable EU countries to work in, nearly half of those questioned said that it now felt less desirable following the referendum.
6. There is a flip side of course; a weakening pound could make education in the UK more attractive for international students though I believe that many are currently worried about what their status would be in the country and reassurance through legislation would be needed. Again, this point would only benefit (potentially) Freeman's owing to boarding capacity.
7. In terms of recruitment, there is an employment threat in the sector: the prospect that our post EU-UK could also lead to talented teachers looking to leave our country. Currently EU staff make up 15 per cent of the academic staff in UK institutions and these vibrant and multicultural staff teams help create the inclusive and nurturing environments that schools such as ours should always be striving to maintain. Recruiting into Modern Foreign Languages could become increasingly difficult for all schools.
8. Sodexo relies heavily on staff from Europe and many of our catering and cleaning professionals are EU nationals which could create a problem in the future.

c) Recent and forthcoming events

FOR INFORMATION

9. A list of recent and forthcoming events is included for members as *Appendix 2*. Governors are reminded that the public Carol Service takes place at 1930 on Thursday, 13th December in St Giles' Church.

d) Pupil achievements and successes

FOR INFORMATION

10. The Senior Girls Swimming Relay team came first in the 4 x 50m Medley Relay and Second in the 4 x 50m Freestyle Relay in the SSSA Secondary Schools Relay Gala & SE Division National Relay Time Trials. The team have qualified for the National Secondary Team Championships at The London Aquatic Centre on Saturday 17th November.
11. After securing a place at ESAA combined events national finals in September, a Year 12 boy came 12th out of a field of 40 athletes. He achieved his goal of a top 15 finish and set PBs in 400m (in which he was the overall winner), hurdles, discus, javelin and shot, and in his overall points total. The placings were all very close and he very narrowly missed out on a top 10 finish.
12. In spite of having to move to a wet-weather plan rather than the planned whole School Act of Remembrance, the CCF and band gave an impressive account of themselves this year.
13. A Choral Concert themed around 'Peace' was held at the School on 14th November and brought a full house, including a Governor; around a hundred and thirty pupils from across the whole School performed at this event.
14. A report detailing the extra-curricular music programme and the ABRSM and Trinity awards is attached as *Appendix 4*.

Appendices

- Appendix 1: School Roll
- Appendix 2: KPMG Study
- Appendix 3: Recent and Forthcoming Events
- Appendix 4: Extra-curricular music programme report

Roland Martin

Headmaster

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2019			Current Boys	Current Girls	Total Current Pupils	Registrations	Confirmed Exam Candidates	Overseas Exam Confirmed	Notice Given	Notice Given Boys	Notice Given Girls	Offers Made	Offers Declined	Total Offers Accepted	Accepted Boys	Accepted Girls	Confirmed Boys	Confirmed Girls	Confirmed Total	Offers Pending	Vacancies
7+	Year 3	F1			0	99			0					0			0	0	0	0	60
8+	Year 4	L2	31	29	60	13			0					0			31	29	60	0	0
9+	Year 5	U2	27	30	57	15			0					0			27	30	57	0	3
10+	Year 6	L3	28	33	61	14			0					0			28	33	61	0	-1
11+	Year 7	U3	34	27	61	148			0					0			34	27	61	0	19
12+	Year 8	L4	37	43	80	15			0					0			37	43	80	0	0
13+	Year 9	U4	39	39	78	64			0			17	9	8	7	1	46	40	86	0	14
14+	Year 10	L5	52	40	92	33			0					0			52	40	92	0	8
15+	Year 11	U5	49	45	94	n/a	n/a	n/a	1	1				0			48	45	93	0	n.a.
16+	Year 12	L6	54	45	99	172			0			3		0			54	45	99	3	23
17+	Year 13	U6	51	64	115	n/a	n/a	n/a	0								51	64	115		
18+			54	58	112	n/a	n/a	n/a	0								54	58			n.a.
Total			456	453	909	573	0	0	1	1	0	20	9	8	7	1	408	396	804	3	126
Full Boarding Boys					23	50			11			2							12	2	
Weekly Boarding Boys					5	12			2										4	0	12
Full Boarding Girls					29	56			11			1							18	1	
Weekly Boarding Girls					1	4			0										1	0	10

13+ 2019			Current Boys	Current Girls	Total Current Pupils	Registrations	Confirmed Exam Candidates	Overseas Exam Confirmed	Withdrawn	Boys Withdrawn	Girls Withdrawn	Offers Made	Offers Declined	Total Offers Accepted	Accepted Boys	Accepted Girls	Provisional Boys	Provisional Girls	Provisional Total	Offers Pending	Vacancies
Yr 6 Pre Test	Year 9	U4	38	36	74	30	28	1	0			13	5	8	7	1	46	37	83	0	16
Yr 7 Pre Test	Year 9	U4	46	40	85	31	8	3	4	4		4		4	4		46	40	86	0	14

13+ 2020			Current Boys	Current Girls	Total Current Pupils	Registrations	Confirmed Exam Candidates	Overseas Exam Confirmed	Withdrawn	Boys Withdrawn	Girls Withdrawn	Offers Made	Offers Declined	Total Offers Accepted	Accepted Boys	Accepted Girls	Provisional Boys	Provisional Girls	Provisional Total	Offers Pending	Vacancies
Yr 6 Pre Test	Year 9	U4	36	45	81	38	27	3	0			14	10	4	4		40	45	85	0	15
Yr 7 Pre Test	Year 9	U4	41	43	84	10			0					0			41	43	84	3	18

13+ 2021			Current Boys	Current Girls	Total Current Pupils	Registrations	Confirmed Exam Candidates	Overseas Exam Confirmed	Withdrawn	Boys Withdrawn	Girls Withdrawn	Offers Made	Offers Declined	Total Offers Accepted	Accepted Boys	Accepted Girls	Provisional Boys	Provisional Girls	Provisional Total	Offers Pending	Vacancies
Yr 6 Pre Test	Year 9	U4	34	27	61	35			0					0			34	27	61	0	18

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Agenda Item 8a

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A million skilled EU workers see their future outside Britain

Most professionals with PhDs are planning to leave because of Brexit.

Almost a million EU citizens working in Britain – many of them young, highly qualified and much sought-after by businesses – are either planning to leave the country or have already made up their minds to go as a result of Brexit, a study has found.

A survey of 2,000 EU workers in Britain by KPMG, the professional services firm, found that 55% of those with PhDs and 49% of those with postgraduate degrees were either planning to go or were actively considering it.

Based on its overall findings, KPMG estimated that a group equivalent to 3.1% of the national workforce – about a million people – now see their future in Britain as over or hanging in the balance. The main reasons given were that they felt “less welcome and valued” post-Brexit, that the UK “is no longer the place that attracted them” and that they are “pro-European and disagree with Brexit”.

KPMG’s study, to be published this week, also surveyed 1,000 people in the 10 EU countries judged as most likely to supply labour to the UK. Although it found that Britain remained in the top five most desirable EU countries (behind Germany and Sweden but ahead of Denmark and the Netherlands) in which to work, 49% of those questioned said they felt it was now less desirable than before the referendum in June last year.

The findings will reinforce fears of a substantial brain drain and suggests that the loss of talent will hit important sectors such as IT particularly hard. KPMG describes those most likely to leave as “the independent, in-demand, educated and young”.

The problem is particularly serious for companies that have relied on young talent, especially at higher-income levels in sectors such as engineering, construction, property, business services, law and IT – 53% of people working in IT said they would leave or were considering doing so. The higher the income bracket the higher the proportion of those thinking of leaving. While 33% of those earning £15,000 to £20,000 were reassessing their future in the UK, 77% of those earning above £200,000 were doing so, KPMG found.

The report comes amid mounting evidence of a fall-off in the number of EU students applying to British universities. Last week there was also a furious argument within government over whether overseas students should continue to be included in immigration statistics after official figures showed the vast majority returned home after graduating. This contradicted Theresa May’s long-standing assertion that huge numbers stay on even after their visas have expired.

Karen Briggs, head of Brexit at KPMG, said employers would have to work harder to retain key staff from other EU countries and warned that competition from overseas would intensify. “Although almost half of the EU citizens working in the UK plan to stay, what other EU citizens choose to do is definitely hanging in the balance,” she said. “Against this backdrop we expect to see increased competition for talent between employers, and numerous firms seeking to supplement their workforce with AI [artificial intelligence], robotics and automation.”

Briggs added: “Our survey reveals a serious situation for employers relying on EU staff, particularly those who employ independent, in-demand, educated and younger workers. Too few employers are doing enough to support their EU employees and that means the UK is vulnerable to losing IT professionals, creative minds, engineers and specialist finance professionals.

“Compounding this issue we’re seeing a fall in applications from EU citizens to UK universities. This could create a high-end talent pipeline problem and a shortage of chemists, linguists, and other professionals. At the very top end of the graduate market, those who are most sought-after, and thus most highly rewarded, will be the biggest issue for employers.”

In June, the government tried to reassure EU citizens about their future in the UK with what it described as a “big and generous” offer. It set out how they could achieve “settled status” after the UK leaves the EU. But KPMG found that it has left EU workers divided. Some 53% said it had made “no difference” to their views on whether they would leave or stay, while the rest were split between those who said it would make them more likely to leave, and those who said the reverse.

Name of Trip	Depart Date	Depart Time	Return Date	Return Time	Staff i/c	Subject	Year Group
September							
U3 High Ashurst Team Building Day	07-Sep-18	8.30am		approx. 5.00pm	SLH	U3 Teambuilding	U3
L6 National Gallery	13-Sep-18	9.00am		4.00pm	GCH	Art	L6
Red House Care Home Trip	13-Sep-18	2.00pm		4.00pm	JMW	Enrichment	F1
U4 PGL	14-Sep-18	3.00pm	16-Sep-18	1.30pm	GMM	U4 Teambuilding	U4
D of E Final Expedition	15-Sep-18	9.00am	16-Sep-18	4.00pm	PGN	D of E	L5
U3 History Trip to Battle and Pevensey	18-Sep-18	9.00am		4.00pm	AWW	History	U3
Gliding Taster Day	20-Sep-18	8.30am		4.00pm	TMM	Gliding	U4 - U6
L5 Trip to Kew	20-Sep-18	8.30am		4.00pm	RCH	Art	L5
U5 Snowdonia Trip	21-Sep-18	9.00am	23-Sep-18	5.00pm	OBL	Geography	U5
Reigate Grammar School MUN Conference	22-Sep-18	07.30am		6.30pm	ECS	MUN	L4 / U4
Gliding Taster Day	25-Sep-18	8.30am		4.00pm	TMM	Gliding	U4 - U6
U6 Geography Trip to Stratford	27-Sep-18	8.00am		5.00pm	OBL	Geography	U6
Walton Heath Manor Care Home	27-Sep-18	2.00pm		4.00pm	JMW	Enrichment	F1
October							
RI Trip - Regenerative Medicine	01-Oct-18	4.50pm		9.50pm	JPV	Biology	L6 & U6
Great Britain v Belgium Hockey Match	02-Oct-18	10.40am		4.00pm	PGW	Games	U2 & L3
Shakespeare School's Festival Workshop	03-Oct-18	12.10pm		5.00pm	APP	Drama	L4
L5 Stratford Trip	04-Oct-18	7.00am		5.00pm	OBL	Geography	L5
F1 Butser Farm Trip	04-Oct-18	8.330am		4.00pm	JMW	Form 1	Form 1
YES Programme at Atkins	09-Oct-18	4.05pm		6.45pm	SPS	L4 STEM	L4
RI Trip - Artificial Intelligence	09-Oct-18	4.50pm		9.50pm	JPV	Biology	L6 & U6
RI Trip - Understanding Alzheimers	11-Oct-18	4.50pm		9.50pm	JPV	Biology	L6 & U6
CCF D of E Bronze Canoe Expedition	13-Oct-18	8.30am	14-Oct	4.00pm	CTD	CCF	L5
Zambia Training Weekend	13-Oct-18	8.45am	14-Oct-18	5.30pm	JCG	Zambia	U5 - U6
U2 Bough Beech	17-Oct-18	8.50am		3.30pm	VCS	Geography	U2
Red House Care Home Trip	18-Oct-18	2.00pm		4.00pm	JMW	Enrichment	F1
RI Trip - Gene Machine	18-Oct-18	4.50pm		9.50pm	JPV	Biology	L6 & U6
U6 Investment Banking and Finance Trip	19-Oct-18	12.00pm		5.00pm	JNM	BS and Economics	U6
CCF NCO Cadre	20-Oct-18	12.00pm	24-Oct-18	3.00pm	CTD	CCF	L5 - U6
L5 trip to see Macbeth	23-Oct-18	4.15pm		11.00pm	SEP	English	L5
U4 History Trip to Somme	24-Oct-18	5.50am		113.pm	AWW	History	U4
Theatre Club Trip to Wise Children	24-Oct-18	4.40pm		10.30pm	JLB	Theatre Club	L5 - U6
U13 Sports Tour	25-Oct-18	tbc	28-Oct-18	tbc	ALB	Sports Tour	L4

Name of Trip	Depart Date	Depart Time	Return Date	Return Time	Staff i/c	Subject	Year Group
Silver D of E Expedition	25-Oct-18	9.00am	28-Oct-18	8.00pm	PJN	D of E	U5
Gold D of E Expedition	25-Oct-18	9.00am	30-Oct-18	2.00pm	PJN	D of E	U6
November							
Parliament Trip	05-Nov-18	12.00pm		6.30pm	AWW	History	L6
YES Programme at Atkins	06-Oct-18	4.05pm		6.45pm	SPS		L4
Safe Drive, Stay Alive	08-Nov-18	9.45am		1.00pm	ADP	Sixth Form	L6
RI Trip - The Evolution of Truth	08-Nov-18	4.50pm		9.50pm	JPV	Biology	L6 & U6
Product Design in Action	13-Nov-18	9.00am		6.00pm	MSH	DT	U5 - U6
Zambia Team Training Walk	18-Nov-18	1.30pm		4.00pm	JRP	Zambia	U5 - U6
L6 Psychology Conference London	20-Nov-18	8.25am		5.20pm	JCV	Psychology	L6
Walton Heath Manor Care Home	22-Nov-18	2.00pm		4.00pm	JMW	Enrichment	F1
GCSE Rock Climbing Trip	23-Nov-18	8.00am	25-Nov-18	5.00pm	JTF	PE	U5
Chemistry in Action	23-Nov-18	8.45am		5.30pm	JMM	Chemistry	L6 & U6
Shakespeare Schools Festival	26-Nov-18	12.10pm		10.00pm	APP	Drama	L4
December							
YES Programme at Atkins	04-Dec-18	4.05pm		6.45pm	SPS		L4
L6 Philosophy Conference	07-Dec-18	8.00am		5.00pm	TIW	Philosophy	L6
MUN Benenden Conference	10-Dec-18	9.00am		7.00pm	ECS	MUN	U4 - U6
January							
GHS MUN Conference	12-Jan-19	7.45am		6.15pm	ECS	MUN	U4 - U6
U2 Victorian Day at Gunnersby Museum	22-Jan-19	8.45am		4.00pm	VCS	History	U2
Red House Care Home Trip	24-Jan-19	2.00pm		4.00pm	JMW	Enrichment	F1
February							
YES Programme at Atkins	05-Feb-19	4.05pm		6.45pm	SPS		L4
Walton Heath Manor Care Home	14-Feb-19	2.00pm		4.00pm	JMW	Enrichment	F1
History Trip to New York and Washington	15-Feb-19	tbc	21-Feb-19	tbc	AWW	History & Politics	L6, U6
Senior School Ski Trip	16-Feb-19	tbc	23-Feb-19	tbc	CTD	Senior School	U4 - U5
March							
YES Programme at Atkins	05-Mar-19	4.05pm		6.45pm	SPS		L4
Physics in Action	08-Mar-19	9.00am		5.00pm	JDH	Physics	L6 & U6
April							
L2 Hampton Court Trip	03-Apr-19	9.00am		4.00pm	SJG	History	L2
Junior School Ski Trip	06-Apr-19	tbc	13-Apr-19	tbc	ADA	Junior School Ski Trip	U2 - L4
Fontainebleau School of Acting	07-Apr-19	9.00am	14-Apr-19	9.00pm	JLB	Drama Trip	U4 - U6

Name of Trip	Depart Date	Depart Time	Return Date	Return Time	Staff i/c	Subject	Year Group
May							
YES Programme at Atkins	07-May-19	4.05pm		6.45pm	SPS		L4
Red House Care Home Trip	23-May-19	2.00pm		4.00pm	JMW	Enrichment	F1
June							
L3 Bikeability	03-Jun-19		07-Jun-18		LJJ	Bikeability	L3
YES Programme at Atkins	04-Jun-19	4.05pm		6.45pm	SPS		L4
U2 Brenscombe Trip	07-Jun-19		09-Jun-19		VCS		U2
L3 Osmington Bay	14-Jun-19		17-Jun-19		ALR	L3	L3
L2 High Ashurst	17-Jun-19		19-Jun-19		SJG		
U4 Box Hill Trip	19-Jun-19	9am		3.30pm	HEP	Geography	U4
Walton Heath Manor Care Home	20-Jun-19	2.00pm		4.00pm	JMW	Enrichment	F1
Zambia Expedition	end June		end July		JCG	World Challenge	U5 - U6
Sri Lanka Girls and Boys Tour	beginning July		end July				
July							
Senior Rugby Tour	06-Jul-19	tbc	21-Jul	tbc	JGM	Rugby	U5 - U6
August							

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Report on the extra-curricular Music programme at Freeman's

Head of Music: Paul Dodds

Throughout the school year, the music department provides a programme of concerts providing performance opportunities to pupils of all abilities. These range from informal concerts given by pupils of the instrumental staff to whole school events featuring the various orchestras, choirs and ensembles. Apart from concerts at school, the department seeks opportunities for pupils to perform at external venues both locally and in London.

Autumn Term

- Instrumental Lesson Fair - provides all pupils to 'try out' an instrument before committing to lessons.
- Two Instrumental Concerts
- "Showstoppers" Concert - featuring choirs and instrumental groups from both the Junior and Senior School.
- Oklahoma! - Senior School musical performed for two nights at The Leatherhead Theatre.
- Senior Brass - performed as part of the school Remembrance service and then later in the term performed carols at the CHASE Hospice for terminally ill children in Guildford
- Six Carol Services - covering both the Junior and Senior School, including Carols by Candlelight in St Giles Church performed by Polyphony (Senior Choir) and Senior Brass
- Cantabile and Treble Makers and carols in the tea room at The Ritz Hotel, London
- A Sixth Form pupil gained a place as a violinist in the National Youth Orchestra and played in the BBC Proms the following summer

Spring Term

- Three Instrumental concerts
- Invitation Concert - featuring chamber music ensembles and solos from music scholars
- Junior House Music - music staff listened to over 250 individual performances of which the top 60 made it to an external adjudicated final
- Senior House Music - the three houses each presented an 80-minute concert with repertoire of their own choosing to an external adjudicator.
- Choral Concert - featuring junior and senior choirs
- Orchestral Concert - featuring junior and senior ensembles with the senior orchestra accompanying an Upper Sixth pupil in the Elgar Cello Concerto
- Junior String Trio and Senior String Quartet performed at the St Christopher's Music Festival at St Martin's Church, Epsom
- Several chamber music ensembles performed in the Pro Corda Chamber Music Competition with the Senior Trio becoming National Finalists at The Perse School, Cambridge
- Senior Strings, Senior Brass and Chamber Music groups gave a joint concert with pupils from CLSG at St John Smith Square, London

Summer Term

- Four Instrumental concerts
- Lower Junior Concert - featuring solos and groups from Form 1 and L2
- Soiree - featuring chamber music ensembles and solos from music scholars.
- Prize Day - as part of the ceremonies, performances were given by various choirs and ensembles
- Prize Day Concert - featured items by the Senior String Ensemble

Diplomas

The five pupils passed their diploma during the academic year

- Pupil A (L6) - Cello
- Pupil B (U5) - Clarinet
- Pupil C (U6) - Trombone
- Pupil D (L6) - Violin
- Pupil E (L6) - Trombone

Awards

Associated Board Exam SUMMER 2018						
Name	Form	Music Teacher	Instrument	Grade	Results	Cat
XXXXXXXXXXXX	L5W1	PS	Alto Sax	6	123	Merit
XXXXXXXXXXXX	U3X	DE	Trombone	5	123	Merit
XXXXXXXXXXXX	U4W1	EP	Piano	5	124	Merit
XXXXXXXXXXXX	U3K	VB	Viola	5	123	Merit
XXXXXXXXXXXX	U3X	NB	Piano	3	127	Merit
XXXXXXXXXXXX	U2S	EP	Piano	6	130	Distinction
XXXXXXXXXXXX	L4Z	NB	Singing	4	125	Merit
XXXXXXXXXXXX	L6AWW	PS	Alto Sax	8	126	Merit
XXXXXXXXXXXX	U3H	RC	Flute	2	112	Pass
XXXXXXXXXXXX	U2S	PS	C Clarinet	1	122	Merit
XXXXXXXXXXXX	U5W1	Ext	Piano	5	109	Pass
XXXXXXXXXXXX	U3H	Ext	Piano	4	122	Merit
XXXXXXXXXXXX	L5G1	PS	Clarinet	5	113	Pass
XXXXXXXXXXXX	U6EWB	Ext	Singing	8	133	Distinction
XXXXXXXXXXXX	L4N	KH	Clarinet	4	115	Pass
XXXXXXXXXXXX	U3X	EP	Piano	1	125	Merit
XXXXXXXXXXXX	L2D	DE	Trombone	1	110	Pass
XXXXXXXXXXXX	U4H1	HD	Piano	4	112	Pass
XXXXXXXXXXXX	L4Z	RC	Flute	4	110	Pass
XXXXXXXXXXXX	U5G2	PS	Alto Sax	2	101	Pass
XXXXXXXXXXXX	U5G2	JW	Guitar	5	116	Pass
XXXXXXXXXXXX	L3IR	DE	Trombone	3	124	Merit
XXXXXXXXXXXX	U3K	HD	Piano	4	113	Pass
XXXXXXXXXXXX	L4Z	HD	Piano	2	125	Merit
XXXXXXXXXXXX	U5H3	JW	Guitar	2	120	Merit
XXXXXXXXXXXX	L4S	EP	Piano	3	116	Pass
XXXXXXXXXXXX	L5W2	PS	Clarinet	4	102	Pass

XXXXXXXXXXXXX	U2V	VB	Violin	1	125	Merit
XXXXXXXXXXXXX	U5G1	HD	Piano	6	130	Distinction
XXXXXXXXXXXXX	U4G2	PS	Theory	5	80	Merit
XXXXXXXXXXXXX	L3R	Ext	Theory	5	92	Distinction
XXXXXXXXXXXXX	L3IR	AB	Theory	5	87	Merit

Trinity Exam SUMMER 2018						
Name	Form	Music Teacher	Instrument	Grade	RESULTS	CAT
XXXXXXXXXXXXX	L4Z	AB	Bassoon	3	85	Merit
XXXXXXXXXXXXX	L4M	JJ	Cello	5	72	Pass
XXXXXXXXXXXXX	U5W3	SSC	Trumpet	6	77	Merit
XXXXXXXXXXXXX	U2V	JJ	Cello	2	71	Pass
XXXXXXXXXXXXX	U2S	Ext	Guitar	6	76	Merit
XXXXXXXXXXXXX	U2H	TP	Piano	1	68	Pass
XXXXXXXXXXXXX	L2W	SSC	Cornet	1	81	Merit
XXXXXXXXXXXXX	U5H2	SSC	Trumpet	8	78	Merit
XXXXXXXXXXXXX	L3M	JJ	Cello	3	87	Distinction
XXXXXXXXXXXXX	L4M	EP	Piano	2	71	Pass
XXXXXXXXXXXXX	U4G2	HD	Piano	4	62	Pass
XXXXXXXXXXXXX	U3W	EP	Piano	3	77	Merit
XXXXXXXXXXXXX	U6CAS	AB	Singing	AC	90	Distinction
XXXXXXXXXXXXX	L4M	SSC	Trumpet	2	80	Merit
XXXXXXXXXXXXX	U2F	JJ	Cello	2	85	Merit
XXXXXXXXXXXXX	U3X	Ext	Drum Kit	1	85	Merit
XXXXXXXXXXXXX	U2F	HD	Piano	In	93	Distinction
XXXXXXXXXXXXX	U6EWB	NPW	Flute	7	69	Pass
XXXXXXXXXXXXX	U3K	VB	Violin	3	72	Pass
XXXXXXXXXXXXX	U3W	VB	Violin	3	76	Merit
XXXXXXXXXXXXX	U4W3	JJ	Cello	5	68	Pass
XXXXXXXXXXXXX	U3K	VB	Violin	3	82	Merit
XXXXXXXXXXXXX	L3IR	SSC	Euphonium	3	65	Pass
XXXXXXXXXXXXX	L3IR	JJ	Cello	6	89	Distinction
XXXXXXXXXXXXX	U6JNM	EP	Piano	8	71	Pass
XXXXXXXXXXXXX	L4M	LPW	Singing	3	79	Merit

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Committee(s) City of London Freemen's School Board of Governors City of London School for Girls Board of Governors City of London School Board of Governors	Date(s): 29 November 2018 3 December 2018 7 December 2018
Subject: Teachers' Pay Panel Update	Public
Report of: Director of Human Resources	For Information
Report author: Tracey Jansen, Town Clerks, Human Resources	

Summary

This report advises the Boards of Governors of a meeting of the Teachers' Pay Panel on 7 November to consult with the staff side and common room representatives regarding their pay proposal for 2019.

Recommendation

Members are asked to note the report.

Main Report

Background

1. The Boards of Governors delegated the authority to consult and decide upon the annual teachers' pay award within agreed parameters from the Boards, to a Teachers' Pay Panel (TPP), consisting of the Chairmen of their Boards. This is agreed on an annual basis and the TPP has met for the past four years.
2. The meeting of the TPP on 7 November was to consult the staff side and common room representatives about their pay proposal which had been submitted in writing in advance of the meeting.

Current Position

3. There are various factors which impact on the schools' budget which have not yet been concluded and will need to be considered in determining any pay award for teaching staff. The TPP will meet again in March to determine any pay award to be made once further relevant information is available.
4. Members of the Boards are reminded that the pay award for non-teaching staff is governed by the City Corporation staff pay award which applies from July each year.

5. The briefing prepared for the TPP is attached for Members of the Boards of Governors information in the confidential section of the agenda and is exempt by virtue of paragraph 4 of Part 1 of Schedule 12A of the Local Government Act 1972 - Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under, the authority.

Proposals

6. Members are asked to note the report.

Implications

7. Any pay award must be affordable taking into account a number of factors that impact on the financial position of the schools as well as representations made by the staff side and common room representatives and fee affordability.

Conclusion

8. This report updates Members of the Boards of Governors on the TPP considerations of any pay award to apply from September 2019.

Appendices

- Appendix A – Teachers Pay Panel briefing note in the confidential section of the agenda

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