



## Academic and Personnel Committee of the Board of Governors of the City of London Freeman's School

**Date:** FRIDAY, 4 FEBRUARY 2022

**Time:** 2.00 pm

**Venue:** HYBRID PUBLIC MEETING (ACCESSIBLE REMOTELY)

**Members:** Andrew McMillan (Chairman)                      Michael Hudson  
Deputy Philip Woodhouse                                      Deputy Elizabeth Rogula  
(Deputy Chairman)    Councillor Chris Townsend  
Deputy Roger Chadwick                                        Lady Gillian Yarrow, (co-opted)  
Nicholas Goddard  
Tracey Graham

**Enquiries:** Jayne Moore  
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### Accessing the virtual public meeting

**Members of the public can observe this public meeting at the below link:**

<https://youtu.be/4rKCsstOveE>

This meeting will be a virtual meeting and therefore will not take place in a physical location. A recording of the public meeting will be available via the above link following the end of the public meeting for up to one municipal year. Please note: Online meeting recordings do not constitute the formal minutes of the meeting; minutes are written and are available on the City of London Corporation's website. Recordings may be edited, at the discretion of the proper officer, to remove any inappropriate material.

**John Barradell**  
Town Clerk and Chief Executive

# AGENDA

## Part 1 - Public Agenda

1. **APOLOGIES**

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

3. **MINUTES**

To agree the public minutes and summary of the meeting held on 04 November 2021.

**For Decision**  
(Pages 5 - 8)

4. **DEPUTY HEAD'S REPORT ON POLICIES**

To consider the report of the Deputy Head.

**For Decision**  
(Pages 9 - 40)

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

6. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

7. **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

8. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 04 November 2021.

**For Decision**  
(Pages 41 - 44)

9. **HEADMASTER'S REPORT**

To receive the report of the Headmaster.

**For Information**  
(Pages 45 - 50)

10. **REPORT OF THE DEPUTY HEAD**

To receive the report of the Deputy Head.

**For Information**  
(Pages 51 - 84)

11. **OUTSTANDING ACTIONS**

To receive the list of outstanding actions.

**For Discussion**  
(Pages 85 - 86)

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

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

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**ACADEMIC AND PERSONNEL COMMITTEE OF THE BOARD OF GOVERNORS  
OF THE CITY OF LONDON FREEMEN'S SCHOOL  
Thursday, 4 November 2021**

Minutes of the meeting of the Academic and Personnel Committee of the Board of Governors of the City of London Freeman's School held at Ashted on Thursday, 4 November 2021 at 2.00 pm

## **Present**

### **Members:**

Andrew McMillan (Chairman)  
Deputy Philip Woodhouse (Deputy Chairman)  
Nicholas Goddard  
Michael Hudson  
Councillor Chris Townsend  
Lady Gillian Yarrow

### **Officers:**

Roland Martin	- Headmaster of the City of London Freeman's School
Stuart Bachelor	- Deputy Head
Jo Moore	- Bursar, City of London Freeman's School
Jayne Moore	- Clerk
Kerry Nicholls	- Clerk
Charlie Pearce	- Technology support

## **1. APOLOGIES**

Apologies were received from Deputy Chadwick and Deputy Rogula.

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

There were no declarations.

## **3. MINUTES**

Members heard that the Committee's Chairman was to attend a course on the Single Central Register in mid-November 2021 (referenced in section 4 of the minutes). The Headmaster and Deputy Head had – in the last few weeks – conducted a review of the SCR and welcomed further engagement from Governors.

**RESOLVED**, that the public minutes of the meeting of 25 May 2021 be approved as an accurate record.

## **4. DEPUTY HEAD'S POLICIES REPORT**

The Committee considered the Deputy Head's Report on Policies.

Members commented on the impressive level of detail in the policies and a few points of clarification were explored – all of minor significance.

A Member queried whether the language of the descriptor '4' (page 1 of the executive summary) might be unclear to parents, and the Committee heard that the point would be raised at the next relevant internal meeting.

**RESOLVED**, that Members approve the following non-statutory policy:

- Assessment, Reporting, Tracking and Feedback

and recommend that the Board of Governors approve the following policies:

- Special Educational Needs and English as an Additional Language
- Freeman's PSHE KS2 schemes of work

**5. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

There were no questions.

**6. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

**7. EXCLUSION OF THE PUBLIC**

**RESOLVED**, That under Section 100(A) 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.

**8. NON-PUBLIC MINUTES**

**RESOLVED**, that the non-public minutes of the meeting of 25 May 2021 be approved as an accurate record of the meeting.

**9. OUTSTANDING ACTIONS**

Members received a report of the Committee's outstanding actions.

**10. HEADMASTER'S REPORT**

Members received the Headmaster's non-public report.

**11. ACADEMIC REPORT OF THE DEPUTY HEAD**

Members received the Academic Report of the Deputy Head.

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

There were no questions.

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

**The meeting ended at 3.20 pm**

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Chairman

**Contact Officer: Jayne Moore**  
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<b>Committee</b>	<b>Dated: 04022022</b>
<b>Academic and Personnel Committee of the Board of Governors of the City of London Freeman’s School</b>	
<b>Subject: Deputy Head’s Report on Policies</b>	<b>Public</b>
<b>Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?</b>	<b>1d, 3c, 9a</b>
<b>Does this proposal require extra revenue and/or capital spending?</b>	<b>No</b>
<b>If so, how much?</b>	<b>n/a</b>
<b>What is the source of Funding?</b>	<b>n/a</b>
<b>Has this Funding Source been agreed with the Chamberlain’s Department?</b>	<b>n/a</b>
<b>Report of: Roland Martin, Headmaster</b>	<b>For Decision</b>
<b>Report author: Stuart Bachelor, Deputy Head</b>	

## 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 Deputy Head and Headmaster surrounding these policies;
- Approve these Policies.

## 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. Policies in need of oversight at this meeting are:

*Appendix 1: Attendance Policy*

*Appendix 2: Learning and Teaching Policy*

3. The Attendance Policy has two main aims: to state the School's expectations of parents in ensuring that their children always attend School unless there is a good reason not to; to collate the School's procedures for ensuring that any missing pupils can be quickly identified and patterns of absence spotted. Amendments since the last review are noted in track changes.

4. It is over three years since the then Teaching and Learning Policy was reviewed by Governors. Its subsequent change of name- to Learning and Teaching Policy- is indicative of a major shift in pedagogical thinking away from the performance of the teacher to an exclusive focus on the outcomes for pupils.

5. The changes in learning and teaching at Freeman's following the appointment of James Felgate in 2018 have been many and significant in nature. The substantial progress made has been underpinned by a comprehensive three-year strategic plan that has sought to place the School at the cutting edge of developments in pedagogy. The Policy is therefore presented to Governors afresh and without track changes.

#### **b) Recommendation**

FOR DECISION

5. It is recommended that Governors approve these policies.

#### **Appendices**

- *Appendix 1: Attendance Policy*
- *Appendix 2: Learning and Teaching Policy*

**Stuart Bachelor**

Deputy Head

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# Attendance Policy

Attendance Policy for both the Junior School and Senior School

Issue number	2.2
Name and appointment of owner / author	Stuart Bachelor, Deputy Head
Review Body	SLT and Academic & Personnel Committee
Last updated	21 <sup>st</sup> January, 2022
Reason for update	triennial review
Last reviewed by SLT	January 2022
Last reviewed by Governors	29 <sup>th</sup> November, 2018
Next SLT review due	December 2024
Next Governor review due	February 2025
Where available	Freemen's Staff SharePoint site, Parent Portal, Governor Portal, ISI Portal



## 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:

*Behaviour Policy*



*Boarding Handbook*  
*Boarding Policy*  
*Code of Conduct and School Rules*  
*Fire Alarm and Emergency Evacuation Procedure*  
*Missing Child Procedure- Day Pupils*  
*Missing Child Procedure- Boarding Pupils*

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. [A bell sounds at 2.15pm as a final reminder to teachers to complete the Period 5 Register.](#)

Any Sixth-Former who has no timetabled lesson Period 5 but who is going to remain on site signs the paper register that is kept in the Main House Octagon. This must be done 2.00-2.10pm, after which the registers will be collected by the Senior School Receptionist and the entries made into the online Attendance Register (marked as \ for Present)<sup>1</sup>. Any pupil who fails to do this receives a Warning. The Head of Sixth Form monitors signing-in periodically to ensure that pupils are doing so properly.

Any Sixth-Former who is free Period 5 because his/her teacher is absent registers at Senior Reception at 2.00pm. The absent teacher or relevant Head of Department is responsible for reminding pupils to do this.

<sup>1</sup> all L6 pupils free Period 5 are allocated to Will How

**Commented [SB1]:** This is a new arrangement in response to the Sixth Form being based in Main House and therefore a distance away from Senior Reception.



Any U6 pupil who has no lessons Periods 5 and 6 registers at Senior Reception at 1.00pm<sup>2</sup> (marked X for Not required to be in school) and then immediately leaves site.

### 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 Warning.

Pupils who are late to Registration without good excuse receive a Punctuality Warning (U3-U5) or Sixth Form Warning (Sixth Form). Intentionally missing Registration is regarded as truancy and will generally be met with a Head of Year Detention.

### On-site activities that take place during Registration

Staff in charge of organised activities which take place during registration time (e.g. choir practices) 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 or Senior Receptionists, 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 or [submit a Report My Child Absent form on the Parent Portal](#) by 8.15am. [Parents reporting any COVID-related absence must do so using the correct COVID absence form on the Parent Portal.](#)

## 4. PERMISSION FOR PLANNED ABSENCE

<sup>2</sup> all U6 pupils free Period 5 are allocated to Karen Shelton on SchoolBase



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FREEMEN'S SCHOOL

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 files~~ sought in advance through the Parent Portal, giving at least 1 day's notice. These requests are processed by the Receptionists.

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/relevant form on the Parent Portal>. Applications for holidays during term time will generally not be authorised. The Form Tutor is ~~copied in~~ notified of 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. New staff are appraised of this duty as part of their Safeguarding Induction Training. 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. These are e-mailed to all staff daily for ease of reference.~~

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 in F1-L3 who need to leave during the school day are collected from Junior School Reception by a parent and are not allowed to leave unaccompanied. ~~U3-L4 pupils can, once the Receptionist is satisfied that the School has been duly informed by a parent, sign out at the Junior School Office and then wait at the 'bus stop' adjacent to St. Giles' churchyard. However, any Any~~ Junior School pupil returning during the school day may be dropped off by his/her parent(s) at the 'bus stop'.

**Commented [SB2]:** Pupils aged 11 and 12 should be able to cope with this level of independence !

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 sign out at Senior Reception and will not be allowed to leave until the Receptionist is satisfied that a parent has asked permission.~~

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 Warning 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:

7

Attendance\_21\_1\_22



- 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 at Reception 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 pupil is in the Medical Centre and unable to attend Registration, Medical Centre staff 'phone through to the relevant Reception so that he/she can be registered with a / or \ for Present.

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 using the Period 5 Register (U3-U6) or PM Register (F1-L3).

## 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). Pupils should be registered using AM/PM Registration rather than the Period 5A option.

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 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 Secretary. 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.

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- 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.
- 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), bad weather 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)

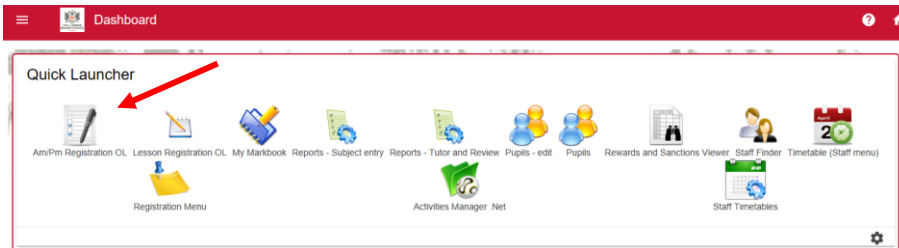
Junior School Register Files must be returned to the JS Reception after Registration, and Form Tutors must check and clear these files regularly.

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.

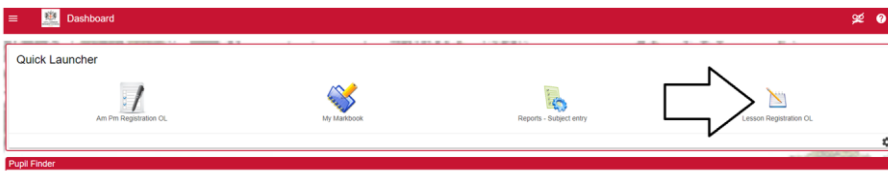
[The Department for Education has issued guidance for recording absence of pupils for COVID-related reasons. This guidance has changed on several occasions. The School follows the most recent guidance, which can be found here.](#)

### Morning Registration using SchoolBase

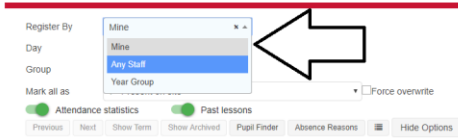
Log on at <https://schoolbase.online/Logon?DName=clfs> using network username and password. Then go into **AM/PM Registration**, which will display your own Form's register by default. If you are covering someone else's Registration, select his/her name from the drop-down list.



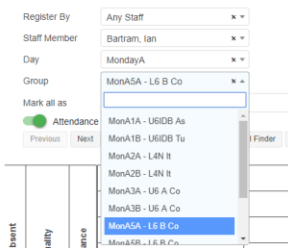
**Period 5 Afternoon Registration using SchoolBase (for U3-U6 only<sup>3</sup>: for F1-L3, use AM/PM Registration as above)**



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



<sup>3</sup> excluding individual music lessons



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: MonASA - 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	Thu	Fri
							3	4	5		
							ASA	ASB	ASA	ASB	AAA
Marin-Borquez, Irene   L6AWW   AWW	0	0	0	0	100	0					
Pezzulo, Luca   L6KJR   KJR	0	0	0	0	100	0					
Torrey, 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: MonASA - 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

Unmarked  
 I - Present on site  
 I - Illness  
 L - Late (arrives before 9:10am)  
 N - Absent- No reason yet provided  
 M - Medical/ dental appointment  
 C - Other authorised absence (e.g. funeral)  
 Q - Unsupervised university visit  
 R - Religious observance  
 P - Off-site sport, music or drama  
 V - School trip or visit (exc. Enrichment)  
 S - Off-site Enrichment activity  
 U - Late - registration finished  
 G - Family holiday (unauthorised)  
 H - Family holiday (authorised)  
 J - Interview (for job/university/school)  
 O - Unauthorised absence (exc. holiday)

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

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# Learning and Teaching Policy

Version number	1.0 (formerly Teaching and Learning Policy)
Name and appointment of owner / author	James Felgate, Deputy Head (Academic Administration, Teaching, Learning and Innovation)
Review body	SLT and Academic & Personnel Committee
Last updated	10 <sup>th</sup> October, 2021
Reason for update	changes to policy and procedures
Last reviewed by SLT	October 2021
Last reviewed by Governors	November 2018
Next SLT review due	December 2024
Next Governor review due	February 2025
Where available	Freemen's Staff SharePoint site, Governor Portal, ISI Portal

# Freemen's

Learn, lead and make a difference

## Our 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.

# Freemen's

Learn, lead and make a difference



## To learn, to lead and to make a difference: Freemens Learning and Teaching strategy 2018-2021

### PURPOSE

Freemen's must offer an exciting, broad, balanced, academic curriculum to all students staffed by passionate specialists in all subject areas.

### VISION

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

### VALUES

Community

Opportunity

Respect

Trust

Responsibility

Innovation

Independence

Curiosity

## Learning and Teaching

Learning and Teaching is our core business. Despite a changing educational context we must maintain our focus on improving classroom quality, teaching innovation, rich educational experiences and student-centred learning. Ultimately an education at Freeman's should inspire a life-long love of learning

### Strategic goals 2018-2021

#### Learning spaces - provide learning spaces of excellence and inspiration

- Teach pupils the IT skills they will need for the world beyond Freeman's
- Support parents in how they can encourage the correct type of learning at home
- Where possible, provide opportunities for staff to complete research projects or further qualifications such as a Masters or Chartered Teaching qualifications
- Create a purposeful and rewarding environment for mobile technology
- Establish new ways for our students to contribute to their own and their peers' educational experience, via the use of flexible and creative work spaces
- New learning spaces built and IT facilities installed which are fit for purpose and designed to deliver high quality Learning and Teaching experiences

#### Glass walls culture - staff are confident to provide and receive developmental feedback regarding teaching practice

- Create a new format for lesson observation and professional development
- Introduce Learning walks and Blinks throughout the school
- Create a Student Learning Team that supports the development of Learning and Teaching in the classroom from a student's perspective
- Improve home learning across the school so that it makes a striking impact on learning inside the classroom
- Gain an understanding of staff skill set in order to plan for rewarding and personalised continued professional learning experiences
- Create staff working parties to support Learning and Teaching
- Ensure there are exceptional lessons being delivered consistently across the school, ensuring every teacher meets Freeman's expectations

#### Professional development - ensure staff are making the biggest possible difference

- Create the excellent habits of a teacher at Freeman's and introduce a framework for monitoring teaching effectiveness across the school
- Staff work with colleagues on research projects of their choosing.
- Staff engage in CPL sessions in areas of their choice to develop their own teaching practice
- Combine the development and training of teachers, unqualified staff, graduate assistants, NQT's and NQT+1s into a "Develop Freeman's" staff training program
- Encourage purposeful, professional dialogue on all aspects of Learning and Teaching through the delivery of effective CPL sessions, fortnightly teaching themes and the Learning and Teaching newsletter

#### Innovation – use a variety of pedagogical tools to fundamentally redefine the nature of the classroom

- Implement a new digital learning strategy which builds upon of the whole school digital strategy
- Nurture a staff body that is confident to take risks and embrace different styles of pedagogy through INSET, drop in sessions and other in school opportunities
- Improve IT systems across the school in order to develop and encourage further staff commitment to, and competence in, the use of IT for learning and teaching through a planned programme of staff training
- Use research and evidence, alongside feedback from staff and student surveys in order to inform any new policy and guidelines that are introduced

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## Learning and Teaching - Make a Difference

"I hope the world is a better place because we teachers make a difference to our students; after all, that is what teaching is all about" (Brewer, 2002). To make a difference, we expect all our staff to deliver high quality, stimulating and dynamic lessons, where all students are supported and challenged to make good progress in their learning. Staff at Freeman's do this by having a passion for their subject, making it interesting and lively and, very importantly, build positive relationships with their students.

Learning and Teaching is central to our work as educators and it stems from the school's aims, ethos and vision. Learning at Freeman's is exciting, full of opportunities for independence, achievement and enjoyment. We have a strong focus on ensuring every student under our care receives the best educational experiences possible, which not only leads to fantastic results, but that students leave with the skills that will allow them to succeed in the dynamic modern world.

## What makes great teaching?

"Great teaching is defined as that which leads to improved student progress" (Coe, Aloisi, Higgins, Major, 2014). We want all our teaching staff to have deep knowledge of the subjects they teach, which enables them to be aware of how students may interpret new information, so they can address common misconceptions. Strong subject knowledge must be coupled with excellent quality of instruction, through effective use of questioning and feedback as a formative method of identifying student progress. Teachers must set high expectations, promote challenge and constantly demand more from the students, valuing effort, resilience and grit. The classroom environment that is created by our teachers is a crucial element to student engagement in the learning process and at Freeman's, this environment should be collaborative, putting the student at the heart of every lesson (Sutton Trust, 2014).

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The success of learning and teaching relies on reflection and feedback. The implementation of this document will be monitored at several levels, with an encouragement for teachers to conduct peer-to-peer classroom visits and ask for feedback wherever possible. The ethos behind learning and teaching is one which is positive, and one which provide opportunities to share best practice across the school for the benefit of staff and pupils.

## An excellent learning environment at Freeman's is one where -

- 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;
- independent learning and thinking are facilitated and encouraged;
- pupils take responsibility for their own and other learning;
- pupils have opportunities to transfer skills, knowledge and understanding to other contexts;
- formative assessment is embedded throughout.

## Students learn best when -

- They are happy;
- They are valued and treated with respect;
- There is a culture of high expectation and praise;
- They are able to build upon existing knowledge and/or skills;
- They find the work challenging and enjoyable;
- They are encouraged to think creatively and critically;
- They understand that making mistakes can be an important step towards greater understanding and learning;
- They are prepared to take risks and ask questions;



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- They are given time to reflect and self-evaluate;
- Feedback and strategies for improvement are given frequently;
- The curriculum is well planned and differentiated;
- They are supported and given the self-confidence to think for themselves;
- They are actively encouraged to take responsibility for their own learning;
- They are aware of the need to be respectful of those around them and the environment in which they learn.

In order to deliver excellent learning and teaching experiences, we follow the Freeman's 6. We have agreed six principles that should feature in every classroom, irrespective of the subject, age or ability range. For teaching staff and school leaders, it is a reminder of what should be happening every lesson, every day to ensure that our students get the very best classroom experience. We believe that when the six principles are implemented, students at Freeman's learn well, have high aspirations of what they can achieve and in doing so develop into confident and resilient learners. This is what our six classroom principles combined with staff expertise aims to do; however, these must be contextualised to different curriculum areas.

## 6 classroom principles for excellent Learning and Teaching



- Challenge – the driving force of teaching, so that students have high expectations of what they can achieve. Only by giving our students work that makes them struggle, can teachers have the highest possible expectations of their capacity to learn. This will move students beyond what they already know and can do.
- Questioning – so the students are made to think hard with breadth, depth and accuracy. Questioning is a master art which has a range of purposes: ultimately, we know that students learn when they are thinking.
- Feedback – so that students further develop their knowledge. Students need to know where they are going and how they are going to get there. Without feedback, practice becomes little more than 'task completion'. We give students feedback to guide them on the right path, and we need to receive feedback from students to modify our future practice.

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- High expectations - the most reliable driver of high student achievement. Even in students who do not have a history of successful achievement, high expectations have been proven to make a considerable difference to learning in the classroom
- Creativity – take a risk and try something new. We want teachers to feel safe doing so, try out new strategies and then share and discuss these new approaches openly with others.
- Student-led learning – keep pupils at the heart of the lesson. Lessons should provide students with the confidence and tools to tackle problems with less dependence on the teacher, through explanation, modelling, feedback, discussion and practice.

## Embedding formative assessment into the Freeman's classroom

Formative assessment is a process, it “encompasses all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged” (Black and Wiliam, 1998). The bridge between teaching and learning is assessment, for without assessment we cannot decide what we teach or what the students have learnt.

In order for formative assessment to be used effectively at Freeman's, the evidence of learning should be used to adjust instruction, adapting to the learners needs. In order for this to take place five key strategies of formative assessment can be used (Leahy, Lyon, Thompson & Wiliam, 2005)

- Clarifying, sharing and understanding learning intentions – it helps to be clear about where students are going, what counts as good work and what the overall success of the task looks like. There are no rules here, it is up to the teacher to use their professional judgement to decide what is appropriate.
- Eliciting evidence of learning – simply find out what students know, whether that be at the start of the lesson or during it. The lesson should be equally as engaging for all students using a range of teaching approaches and careful planning.

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- Provide feedback that moves learning forward – Feedback should cause the student to think, creating desirable difficulties. It should be focused and linked to the learning intention, making students the owners of their own learning.
- Activating learners as instructional resources for one another – harness the power of collaborative learning, allowing students to learn more by teaching each other or through peer assessment
- Activating Learners as owners of their own learning – only learners can create learning, through their awareness of metacognition, self-regulation or motivation. This takes time, but the better the learner becomes at learning, the more learning will take place and the easier the classroom environment becomes

**(Embedded formative assessment, Wiliam, 2018)**

## Teachers at Freeman's (in addition to "Expectations of a Freeman's teacher)

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

- understanding how to 'Make a Difference' in their classroom;
- using the six principles of classroom teaching effectively in their subject area, ensuring there are high expectations, appropriate levels of challenge, creativity, student-led learning, feedback and high level questioning;
- being passionate when demonstrating appropriate knowledge and understanding of the subject matter being taught;
- making a special effort to establish good working relationships with all pupils, treating them with kindness and respect in the class;
- being willing to try new activities, including the use of new technologies, to enhance pupil learning;
- providing high quality, dynamic and stimulating lessons;
- planning for individual, small group and whole class activities that promote independent learning;
- challenging students and supporting them to achieve their best;

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- providing meaningful home and online learning;
- making links with the learning that students do outside the classroom and provide the skills and attributes they will need to live and work in tomorrow's global society;
- ensuring procedures for providing feedback, recording and reporting on pupil progress are implemented and are in line with departmental and school policies;
- attending and being reflective of learning and teaching CPL and INSET opportunities;
- being learners in their subject, by being open to feedback and seeking opportunities to collaborate with colleagues and engage with relevant research;
- through planning excellent lessons that fit within the scheme of work and deliver them using an appropriate range of pedagogies.

## Curriculum Leaders (in addition to and inclusive of "Expectations of a Head 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 learning and teaching in their subject area;
- ensuring teaching and learning is an item on the agenda at all department meetings;
- modelling excellent practice in line with the Expectations of Staff at Freeman's;
- ensuring learning and teaching is an item on the agenda at all departmental meetings;
- ensuring curriculum coverage, continuity and progress for all pupils;
- 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;

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- 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 each teachers professional development aims;
- carrying out informal 'learning walks' each term, and providing feedback;
- carrying out classroom visits with a clear focus of all subject teachers, with feedback, each year;
- promote a collegiate culture for teaching and learning where colleagues freely share their practice, carrying out informal 'learning walks' each term, and providing feedback;
- supporting and develop colleagues' range of teaching and learning styles to create an exciting and creative learning culture.

## Senior Leadership Team

The Senior Leadership team is responsible for the overall quality of learning and teaching 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 learning and teaching and that structures are put in place to support these priorities;
- monitoring the quality of learning and teaching across the school through activities such as lesson observations, learning walks, Blinks, book looks and department reviews.

## Continuing Professional Learning

# Freemen's

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“If we create a culture where every ever teacher believes they can improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve” (Wiliam, 2011). Freeman's teachers have a responsibility to reflect on their practice, and enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of learning and teaching are maintained, meeting the “Expectations of a Freeman's teacher”. The Freeman's CPL programme will provide opportunities for all staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity. These sessions will run via INSET, twilight and drop in sessions scheduled throughout the school year.

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