

## The Forder Programme

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The Forder Programme is the name given to our co-curriculum. Its name is taken from the pioneering second Headmaster of St Dunstan's, the Revd Forder, who believed passionately that schools should offer more to the education of young people than classroom learning. The programme will enrich the educational experience of all pupils and make a considerable contribution to the personal development of each individual.

Co-Curricular leaders will take an ambitious approach to planning, engaging the wider College community in the process. A range of activities should be accessible to all pupils regardless of individual needs and our obligations within the Equality Act 2010. To ensure breadth of provision, all staff are expected to make a valid contribution to the programme. Staff engagement will be monitored on the co-curricular management system (SOCS) and shared with line managers to celebrate achievement and offer support where appropriate.

Pupils are expected take an ambitious approach to co-curricular commitment in all three terms, challenging themselves by committing to a broad range of activities across five profiles; Curiosity, Courage, Compassion, Creativity & Core (Health & Wellbeing). Attendance is recorded on SOCS and monitored by leading staff, the co-curricular office and pastoral teams. Achievement will be celebrated and support offered where appropriate first by club leaders, then tutors and then the Head of Co-Curricular.

'Outward facing' activities such as Sport, Music and Drama will take priority when there are unavoidable clashes. Whilst pupils should be encouraged to take responsibility for self-organisation, staff intervention may be necessary and should be supportive and encouraging. Issues should be resolved by leading staff but can be referred to the Head of Co-Curricular where a solution cannot be found.

### Junior School

As pupils progress through the Junior School the opportunities to participate in co-curricular activity will increase as they become more able to make independent decisions about how to manage their time outside of the taught curriculum and gain a greater self-awareness of the activities they will enjoy.

Reception pupils are offered optional 'Munchkins' activities (Rugby, Multi-Sport, Football and Tougher Munchkins) twice a week, which takes place after school on Tuesday and Wednesday 1520-1620. These sessions are run by external specialists and are designed to teach pupils the value of team building, while also developing their hand-eye co-ordination, fitness and confidence in a group situation.

Pupils in Years 1 and 2 are offered optional Forder activities after school on Monday and Thursday, taking place from 1515-1600. These are run by the Pre-Prep Form Teachers and

Teaching Assistants. Pre-Prep pupils are also able to attend the Munchkins sessions on Tuesday and Wednesday, should they wish to take part in more activities. All music options in Pre-Prep take place during lunch times to avoid clashes, so that a selection of activities is accessible to all. These are First Fiddles (Year 1 only) and Pre-Prep Choir. In Key Stage 1, pupils can sign-up to a maximum of six activities within the week and there is no minimum expectation. Parents decide how many activities to sign their child up to, in discussion with their child/children.

In Prep, the Forder Programme has a timetabled double session on Friday. Forder Programme activities also take place at different times throughout the day. Before school, lunch time and after school activities are optional and pupils decide which activities they would like to join in consultation with their parents/carers. On Friday from 1110-1230 there is a timetabled double Forder Programme session, during which participation in an activity is compulsory. Pupils have the option to sign up for a double activity or two single activities and are allocated one or two of their three choices (depending on whether it is a double or single session). Pupils sign-up to these Friday activities independently in class and their parents are made aware of their options, should they wish to discuss this with their child prior to the first timetabled session of each term. These two timetabled sessions are the minimum expectation for Prep pupils. We promote early diversification through Form Teachers and encourage students to select activities from different profiles. To facilitate this staff are encouraged to offer more than one activity over an academic year, although this may not be the case if their initial activity is over-subscribed.

Forder Programme activities change every term, with some remaining the same due to their popularity and need for regular attendance e.g. Choir.

All pupil activity within the Forder Programme is monitored by the Junior School Deputy Head Pastoral and the Junior School Pastoral Leadership Team.

## **Senior School**

The Forder Programme in the Senior School includes sessions that run before school (0730-0800), during the timetabled Forder session after lunch (1345-1430) or after school (1615-1730).

The clubs are organised into five profiles, and the vast majority are organised by key profile leads. These clubs are selected after consultation with the Head of Co-Curricular one term in advance. Other staff are then invited to add additional clubs to create a broad and balanced programme that engages the entire College community. The profile leads are also responsible for monitoring and maintaining standards in each of their respective areas along with Heads of Department.

All pupils are expected to sign up to a minimum of three activities each term, but we do encourage pupils in the lower school to far exceed this expectation. In order to promote early diversification and later specialisation we also encourage the following.

- In the Lower School, students three activities should come from at least three profiles.
- In the Middle School, students three activities should come from at least two profiles.
- In the Upper School, students three activities can come from one profile, but they supplement this with volunteering to fulfil the requirements of the Diploma.

Positive outcomes are recognised and rewarded at the end of each term in line with the existing Awards Policy.

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