



SCHOOL POLICY AND GENERAL INFORMATION

Year 7 - 11

2019-2020

Key Stage 3 & 4

SENIOR SCHOOL POLICY AND GENERAL INFORMATION
YEAR 7 to YEAR 11 – 2019-2020
KEY STAGE 3 & 4

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School Calendar Academic Year 2019-2020

School Hours

School day 8:50 a.m. – 3:25 p.m.

Office 7:30 a.m. – 5:30 p.m.

Shop 8:30 a.m. – 4:30 p.m.

AUTUMN TERM 2019

Welcome from Mr Wilson, Principal	Tuesday 3rd September (9:00 a.m.)
Meet the Teachers (Nursery - Year 2)	Tuesday 3 rd September (9:30 a.m.)
Welcome from Mr Wilson, Principal	Wednesday 4 th September (9:00 a.m.)
Meet the Teachers (Year 3 - Year 13)	Wednesday 4 th September (9:30 a.m.)
Nursery (1/2 day) - No transport - No lunch (Transport will start on Monday 11th September)	Thursday 5 th and Friday 6 th September
Reception - Year 13 Full day (Transport service operative)	Thursday 5 th September
Parent/teacher conferences (holiday for children)	Friday 25 th October Primary & Years 8-13 parents/guardians
Half Term Holiday	Friday 25th October – Monday 4th November
School Re-opens	Tuesday 5 th November
Term ends	Wednesday 18 th December (Italian lessons will take place until 5.00 pm)
Parent/teacher conferences morning (holiday for children)	Thursday 19 th December for Year 7 parents/guardians only
Christmas break	Thursday 19th December – Tuesday 7th January

SPRING TERM 2020

Spring Term begins	Wednesday 8 th January
Half Term Holiday	Monday 24th February - Monday 2nd March
Parent/teacher conferences (holiday for children)	Monday 2 nd March Primary & Years 7-13 parents/guardians
School Re-opens	Tuesday 3 rd March
Term ends	Thursday 9 th April (Italian lessons will take place until 5.00 pm)
Easter break	Friday 10th April – Friday 17th April

SUMMER TERM 2020

Summer Term begins	Monday 20 th April
IBDP Examinations	Thursday 30 th April – Friday 22 nd May
Public Holiday	Friday 1 st May
Holiday	Tuesday 2 nd June
Barbecue Evening	Friday 12th June (6:30 p.m.) - (School closes 12:00 p.m)
End of school year	Thursday 25 th June at 3:25 p.m.
Summer school	Tuesday 30 th June – Friday 24 th July

WELCOME TO SOUTHLANDS SENIOR SCHOOL

Thank you for choosing Southlands Senior School for your child. We have another very exciting year ahead being an International Baccalaureate World School delivering the IB Diploma Programme and a Pearson/Edexcel examination centre delivering the International GCSE. The Senior School has grown remarkably over the past few years with many enthusiastic new subject specialist teachers, able to teach IGCSE and the IB Diploma, joining our growing team to consolidate the effective delivery of the curriculum and to provide essential pastoral support in their role as form tutors.

Southlands is proud to offer a unique learning environment. Our numbers may be increasing, but we are happy to claim that our students benefit from smaller class sizes through each year in Secondary, allowing more individual attention and support from their teacher: an invaluable factor in the learning process. Whichever option they may elect to pursue for their future education, our goal is to develop essential skills to equip each student for success, and to instil each individual with high expectations for individual achievement in a supportive and nurturing learning environment. Our Key Stage 3, IGCSE and IBDP results are a clear reflection of this philosophy.

In addition to academic studies, pastoral care is an essential component for personal development. Your child will begin each morning with their form tutor, who will work closely with the group, preparing them for learning, nurturing a sense of teamwork, organising an assembly, discussing topical issues during tutor time, possibly arranging extra-curricular activities for the class. The form tutor is available to discuss any questions or concerns that a student may have, and to provide general guidance throughout the year. With so many students from around the world, Southlands EAL team offer invaluable targeted support for students with limited English; our Support Department provides a sensitively structured specialised system for those with specific learning needs, which complements the syllabus delivered in the classroom. Our school nurses are on hand to provide medical assistance when needed; naturally, they require particular information about each child, as specified later in this booklet.

The following pages are designed to provide information and anticipate questions regarding your child's experience at Southlands. Each week, the Senior School assembly will take place on Friday afternoon as part of our PSHCE programme to enhance our students' pastoral experience and general well-being. The Principal's Newsletter, provides the latest news and announcements for Southlands families, including important dates for your calendar, so please watch for this each week and access the information which is sent via email, is available on the Southlands App and on the school web site. There are several scheduled opportunities for parents to meet teachers during the school year, but individual appointments can be made at any time to discuss your child's welfare and progress with their subject teacher, form tutor, the Head of Senior School or the Principal. We also have more informal events throughout the year, such as invitations to drama performances, the Christmas concert and end of year Barbecue, as well as the IGCSE & IB Diploma information evenings.

We are all looking forward to the year ahead; it promises to be very exciting. Once again, thank you for electing to be a part of the Southlands family, and welcome to Southlands Senior School.

SOUTHLANDS INTERNATIONAL SCHOOL AND THE INTERNATIONAL BACCALAUREATE ORGANISATION'S MISSION STATEMENTS

Southlands Mission Statement

At Southlands International School our aim is to ensure that all students:

- receive a high quality education, in the English language, within a nurturing stimulating and creative international ethos.
- are inspired, respected, challenged and supported by the well-qualified, dedicated, caring and professional team of staff.
- receive excellent pastoral care from their teachers in a friendly, positive atmosphere
- know that their individual qualities, abilities and cultures are recognised and valued.
- are given the opportunity to form trusting relationships, collaborative, gain experience and assume responsibility in a thoughtful managed setting.
- benefit from well-equipped and continuously updated classrooms and technology.
- make use of a spacious outdoor learning environment.
- are provided with additional educational opportunities off site, locally and nationally.
- are given the opportunity to fulfil their individual potential academically, socially, morally and emotionally.
- leave school equipped with the skills and awareness they need to become tolerant, independent, co-operative, responsible and creative young people.
- develop a lifelong interest in learning, the environment, technology and self-development.
- understand the need to make a positive contribution to society.
- love learning and feel that school is not only fun, but a wholly rewarding experience.

IBO Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

SKILLS FOR LIFE: IB Learner Profile

The International Baccalaureate identifies that IB learners develop a series of attributes. We feel that these skills are invaluable that students develop over the course of their education. There are:

<i>Inquirers</i>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<i>Knowledgeable</i>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<i>Thinkers</i>	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
<i>Communicators</i>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<i>Principled</i>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<i>Open-minded</i>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<i>Caring</i>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<i>Risk-takers</i>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<i>Balanced</i>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<i>Reflective</i>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

MEET THE TEACHERS

The following people comprise the team that will teach in Year 7 and above from September 2019:

Mrs. Carly Barber – BSc (Hons) Zoology, PGCE Science with Biology specialism, NPQH	Head of Senior School	Science Biology
Mr Paul Johnson – BSc (Hons) Psychology, PGCE Science with Biology specialism	Deputy Head of Senior School & IB Diploma Co-ordinator/Head of Science	Science Biology
Mr. James Blundell – (BTEC National Diploma Performing Arts, MA in Theatre Studies, PGCE Drama)	Year 8 form tutor	Drama English Language & Literature
Mrs Vicky Salmon - BSc(Hons) Geography, PGCE	Year 8 form tutor EE Co-ordinator	Geography History
Ms Justine Bothwick - BA(Hons) English and American Studies, PGCE English and Drama	Head of KS3 English	English Language & Literature Drama
Mr Graeme Strang – (BSc (Hons) Mathematics, PGCE Mathematics)	Year 7 form tutor Head of KS3 Maths	Maths Science PE
Ms Ana Lain Del Forno	Year 10 form tutor	Italian as a Foreign Language Spanish as a Foreign Language
Ms. Alexandra Baines – (First Class Dual Honours in Business Management and Finance, PGCE (Mathematics))	Year 11 form tutor Head of PE	Maths Computing PE
Mr John Eley – (BA English Language and Literature, MA Directed Research in English, PGCE English)	Year 13 form tutor Head of KS4&5 English	English
Mme Florence Mattei - Laurea in Lingue e Lettere Francese, Italiano Licence d'Italien	Year 12 form tutor Head of MFL	French as a Foreign Language Italian as a Foreign Language
Mme Charlotte Kerhomen	Head of French Year 9 form tutor	French as a Foreign Language
Mrs Rose Zreiqat – BSc Mathematics, MSc Mathematics	Head of Maths KS4&5	Maths
Mr Richard Hough	CAS Co-ordinator Head of KS3 ICT	Year 6 teacher
Miss Aasha Chauhan – (BA (Hons) History and Ancient History, Master of Arts in Classics, PGCE History)	Head of History	History
Mrs Edvige Nanni - BA Fine Arts, PGCE		Art & Design
Ms Susan Connolly BA(Hons) Economics, MA Developmental Economics, PGCE Economics.	Head of Economics	Economics Computing

Ms Natasha Blackledge	Head of Physics Year 7 form tutor	Science Physics
Mr William Edwards	Head of Chemistry	Chemistry Science
Mr Andrew Snape – BA (Hons), Sociology with Dance and Drama, PGCE (Sociology and Performing Arts), QTS (Performing Arts)	Head of Music	Music
Mrs Caroline Thorp - Certificate in Education		Dance Ed. Support
Mrs Sonia Gray – RSA Cambridge EFL	EAL Co-ordinator	English as an Additional Language
Prof.ssa Giuliana Papa - Laurea in Lettere		Italian Media
Prof.ssa Marisa Santarsieri - Laurea Scienze Politiche		Italian Media
Prof.ssa Maura Valiserra - Laurea in Lettere		Italian Literature and Language

SCHOOL CALENDAR (Autumn Term)

Welcome from Mr Wilson, Principal	Wednesday 4th September (9 am)
Meeting with the Teachers	Wednesday 4th September (9.30 -11 am)
Academic Year begins	Thursday 5th September
European Language Day	Mid-Autumn
Year 8 -13 Parent/Teacher Meetings (please do not book until early October)	Friday 25th October - holiday for students (9 am until 3 pm)
Half Term Holiday	Friday 25th October - Friday 2nd November
School Re-opens	Monday 4th November
Power of Poetry Competition (Prize Presentation)	November
Christmas Performances	Mid-December
Term ends	Wednesday 18th December
Year 7 Parent/Teacher Meetings (please do not book until early October)	Thursday 19th December - holiday for students (morning)
Christmas break	Thursday 19th December – Monday 6th January

PASTORAL CARE

Southlands is synonymous with its family atmosphere: an essential factor that helps to make our school experience unique. Our goal is to maintain this tradition through the Senior School, with a nurturing and supportive environment for all of our students.

At 08.50 each morning, the school day begins promptly with registration with the Form Tutor. This is valuable time for preparation for learning and administration: the register is taken, daily announcements are made, letters may be distributed, reply slips may be collected. Equally important, this is a unique opportunity for each student to organise their bags and books and to prepare for morning classes: they can wake their minds up, sort through their text books, find the necessary note books, and locate their homework, so that they arrive in their lessons well-prepared.

Time with the Form Tutor is also a forum for developing a sense of camaraderie within the tutor group. The group will have informal conversations, but there will also be discussions led by the Form Tutor about topics relevant to the school or the wider world. The group will need to elect representatives to speak on their behalf on the Student Council, where the students have a voice in devising school initiatives; they will collaborate to produce an assembly for their Senior School peers; they may be planning a field trip together; there are musical and dramatic performances to rehearse; they may be have a particular project for PSHCE (Personal, Social, Health and Citizenship Education); they could be coordinating Christmas decorations for the classroom, gathering books for the Readathon, or decorating balloons for the European Day of Languages.

The Form Tutor is also available to listen to individual questions, suggestions or concerns. Students are encouraged to chat with their Form Tutor, and keep them up to date with their news, views and any other events taking place in their lives no matter how big or small. This helps to create a close relationship between the Form Tutor and each member of the tutor group.

In order to promote and recognise positive effort, part of the Form Tutor's role in Key Stage 3 is to prepare special certificates of merit, awarded to students who demonstrate commendable general behaviour and a conscientious approach to their studies in every subject. The Form Tutor may also flag any causes for concern expressed by subject teachers or Deputy Head of the Senior School; this can often be remedied by a quiet conversation with the student; sometimes it prompts a private chat with parents at the end of the school day; in some cases, an appointment may be made for parents to call into school to discuss the situation and possible solutions. (Please see Consistent Behaviour Policy).

Each week, students have PSHCE before the Senior School assembly. The assembly may be led by a teacher, a class, the Head of Senior School, or the Principal. Themes will vary, but this weekly event gathers together the whole of Senior School. Important announcements are often made, it is also an opportunity to share a performance, to participate in a topical presentation, to enjoy a project prepared by their peers, and to reflect on the events of the past week.

KEY STAGE 3 ACADEMIC STRUCTURE

Transition to Senior School: The teaching structure at Southlands Senior School follows the English National Curriculum. Having progressed through Year 6, and having taken the standardised assessment tests at the end of Key Stage 2, Years 7, 8 and 9 are working in Key Stage 3. This constitutes the transition from primary to secondary school, with higher expectations and greater responsibility for the individual student. The programme is devised to provide students with opportunities that allow and encourage progression through each year, by building on existing knowledge, acquiring new skills, and developing wider understanding, following specific requirements for each subject. By the conclusion of Year 9, our students should be ready to tackle the challenges of our Pre-IB Key Stage 4 and IGCSE (International General Certificate of Secondary Education) courses. Indeed, many of them will have their first experience of this exam in Year 9, when they have the opportunity to take (I)GCSE French and Italian. An overview of all subjects covered in Year 7-9 is included with this handbook.

Resources for Key Stage 3 will vary according to the class. Some subjects will rely mainly on the core text book; another subject may require frequent visits to the ICT suite, or comprise Powerpoint displays and downloads from the Internet; there may be practical components in a subject; reading and listening are invaluable ways to improve language skills. Most subjects will probably include a combination of resources, which will help to stimulate the learning process. We expect each student to have: pens, pencils, ruler, rubber for every class, a scientific calculator, mathematical equipment (compasses, protractor, etc.) for use at home and school. Other resources will be provided by the school; it is important that students learn responsibility: bringing the correct materials to each class, taking care of books, and returning resources at the proper time.

Homework: Homework can provide a valuable opportunity to reinforce classroom teaching, to gather information and formulate ideas, or to produce extended pieces of writing: a project, for example. In some subjects, homework may be given after each lesson to enable students to apply and practise skills introduced in class; in other subjects, the majority of work will be completed under the teacher's supervision; most subjects will require the completion of a project from time to time. Hence, the homework timetable is far more flexible than in primary school; students are provided with a specialised homework planner and are expected to manage their time in order to complete all homework by the deadlines assigned, whether they have been asked to study for a test, or prepare a research project.

Learning to organise their time effectively is an important skill. On average, a Key Stage 3 student will have approximately 60-90 minutes homework per night. Additional reading and study is encouraged and expected. 'Italian Media' classes are given homework once a week to be completed at the weekend, in addition to studying for tests. Catch-up work for students who are absent can be requested for an absence of 3 days or more, and will be given at the teacher's discretion.

Assessment: Following the English National Curriculum enables the teacher to make continual assessments of progress through the year. A piece of timed writing, a presentation to the class, a technology project, a test: these may all be used as the basis for assessment, along with observations from classroom activities, and end of year examinations. These continual assessments will inform the teacher's comments to parents in the reports that are prepared in February and in June, in addition to providing a point of reference for Parent/Teacher conferences in the Autumn and Spring terms. Our objective is to provide every student with the skills, knowledge and motivation to achieve their personal best in each subject as they progress through the Key Stage.

KEY STAGE THREE ENGLISH LANGUAGE & ENGLISH LITERATURE

Overview of subject

The English curriculum combines three key areas for development:

- Speaking & Listening;
- Reading;
- Writing.

The syllabus for each year of study will combine activities to enhance skills of speech, such as reading aloud or group discussion, as well as practising how to present ideas to others. Students will also learn techniques to improve their responses to reading comprehension, such as information retrieval, exploring layers of possible meaning, comparing and contrasting works, & textual analysis: identifying the ways in which the writer achieves particular effects. There will be opportunities to practise different forms of writing too, when students may apply some of the skills they have identified in published writers: composing original stories in different genres, producing imaginative descriptions of places or characters, combining imagery & elements of structure or rhyme in the creation of their own poems, devising dramatic script, or maybe planning a persuasive election speech.

Curriculum Content

The English curriculum is skills based. Each successive year is designed to build upon the previous year, enabling students to gradually enhance their ability to communicate: to speak with clarity and purpose, to respond to what they hear or what they read, and to write in a way that is increasingly sophisticated, making effective use of vocabulary, sentence types, punctuation, and a wide range of strategies. In the process, the class may respond to fiction and non-fiction extracts from the text book, or to a variety of literary and media sources, including a class reading book or a personal reader.

Students are always encouraged to read for pleasure. Our Senior School library has a selection of books available, our teachers & librarian are always ready to make a recommendation of a personal favourite, and our Readathon Week is intended to encourage all students to select, share and recommend their favourite authors or titles. The Power of Poetry competition was introduced to recognise and reward creative writing skills, as each student submits an original poem for the contest during the autumn term.

Clearly, our English programme is complemented by performance skills acquired in Drama. Text book extracts include many tales from other cultures around the world, as well as providing a glimpse of literature through the centuries. In addition to their links with social issues, our class readers relate to elements of the History syllabus, including Victorian England and World War II. This relationship continues into Yr.10 and beyond; our Year 9 programme is a challenging course which provides an invaluable step up to Key Stage 4 International GCSE studies & beyond.

Homework

Time spent on English homework will gradually increase with each successive year; on average, KS3 students should spend 60-90 minutes per week on English homework.

Homework activities may include quiet independent reading, reading comprehension questions, historical research linked to a writer or work, planning a project for class or completing an original composition.

Textbooks and Resources

Skills in English is the KS3 textbook: blue for Yr. 7, pink for Yr. 8, red for Yr. 9.

Class reading books may vary slightly from year to year; they include:

- Yr. 7 Artemis Fowl, Wheels, The Black Book of Secrets
- Yr. 8 Montmorency, Buddy, My Family & other Animals
- Yr. 9 Stone Cold, The Boy in the Striped Pyjamas, Romeo & Juliet

Assessment Opportunities

Formative assessment may take a number of forms, including:

- textbook reading comprehension
- responding to guided questions relating to the class reader
- personal writing in a given format: short story, script, newspaper front page, report, etc.
- producing an original poster/storyboard
- participating in an oral group presentation or individual role play.

Summative assessment often includes the end of unit activities featured in the Skills text book. End of year summative assessment occurs in May when students sit their exams.

Progression through Key Stage 3 is designed to enhance individual English skills as students tackle tasks of increasing complexity, supported by guided teaching. Through a wide range of reading, writing & oral activities, our aim is to encourage an enthusiasm for literature and language, in at least one of its varied forms; our objective is to nurture the strengths of individual students, and help them to identify and address targets for personal improvement.

KEY STAGE THREE MATHEMATICS

Overview of subject

Mathematics is key to the cognitive development of every child and we have a comprehensive programme building on the mathematical foundation that was laid in our Primary School, so numeracy is a key element. We explore the main concepts involved in Mathematics - following a scheme of work that feeds naturally into the IGCSE and IB Diploma courses. We encourage our young mathematicians to think outside the box and develop the understanding behind the key techniques and methods we use. We link maths into applications into the real world and give them key skills they need for many other subjects. We encourage the appreciation of mathematics and the joy of problem solving.

Curriculum Content

Main areas covered in Year 7 and 8 are: Properties of numbers, Geometry and measures, Algebra, Fractions, decimals and percentages, Approximation, Inequalities, Collecting and Interpreting Data, Proportion, Ratio and Scale, Shape properties, Probability, Triangles and constructions, Interpreting Data, Solving equations and inequalities and plotting and sketching graphs.

In Year 9 build on these main areas and start to practise higher level questions that extend each topic area even further. These topic areas and questions often appear in the IGCSE curriculum course and most students at the end of year 9 would be completing, regularly, IGCSE-style questions.

Homework is a very important part of the curriculum in Years 7, 8 and 9 and is set every week by the teacher. It provides the practice needed answering questions on topics that have been covered in class that week. It provides consolidation of the concepts involved so far and is a valuable learning tool enabling teachers and students to identify areas of work that students excel in and ones that pose a challenge. It informs the teacher of the students' progress and work ethic.

Textbooks and Resources

In year 7 the book Level Up Maths 4-6 is given with the associated homework book.

In year 8 the book Level Up Maths 5-7 is given with the associated homework book.

In year 9 the book Level Up Maths 6-8 is given with the associated homework book.

In addition each student is given the password to myimaths.com. This is an excellent online resource containing lessons, homework and games designed to boost the mathematical skills of every student. It enables students to become independent learners and revise efficiently.

Assessment Opportunities

There are many assessment opportunities in Mathematics and we give our students a quick test every six weeks or so. These tests come after the subject teacher has finished a few topics. We have a formal examination, in lessons, before Christmas, before Easter and at the end of the academic year. These summative assessments give the students a taste of preparation for examinations by reviewing subjects studied for in the autumn, spring and summer terms. It enables students to practise their examination techniques and consolidate their learning. It informs their teacher on their academic progress and any challenges that may need to be addressed.

KEY STAGE THREE SCIENCE

Overview of subject

Key Stage 3 science is taught by specialist scientist teachers. The course is divided into topics which largely focus in one of the science specialisms; biology, chemistry and physics (although overlaps between the specialisms are common and building links between them is actively encouraged). Learning focuses on building a broad conceptual knowledge base alongside learning investigative and critical thinking skills. The lessons are very practical as students develop laboratory experience and begin to develop an appreciation of following a rigorous scientific method.

<i>Topic Specialism</i>	<i>Year 7</i>	<i>Year8</i>	<i>Year 9</i>
<i>Biology</i>	Cells Reproduction Environment and feeding relationships Variation and classification	Food and digestion Respiration Microbes and disease Ecological relationships	Inheritance and selection Disease and immunity Plants and photosynthesis Plants for food
<i>Chemistry</i>	Acids and alkalis Simple chemical reactions Solids, liquids and gases Solutions	Atoms and elements Compounds and mixtures Earth Atmosphere	Reactions of metals and metal compounds Patterns of reactivity Environmental chemistry Using chemistry
<i>Physics</i>	Energy resources Electrical circuits Forces and their effects The solar system and beyond	Thermal transfers Waves Light Sound and hearing	Energy and electricity Gravity and space Speeding up Pressure and moments

Homework

Homework is set once (or occasionally twice) a week and consists of a variety of activities. These range from research activities, scientific write-ups, consolidating exam questions, forming scientific models and creating summary posters/notes. Students are always given at least two nights to complete their homework so they have time to see their science teacher if they have any difficulties with it or would like an opportunity to further their understanding before completing the task.

Textbooks and Resources

To be confirmed in September.

Assessment Opportunities

Student progress is assessed in each topic with summative assessment tasks. In order to develop strategies that will enable students to prepare for linear GCSE examinations, 75% of each assessment is based on the current topic being studied and the final 25% assesses all prior learning from that academic year. At the end of each year there are two, 1 hour, summary examinations that are used to assess the overall learning for the academic year. All exams are created and marked internally, with questions carefully selected to mirror the components of GCSE exams (all be it at a Key Stage 3 level). Formative assessment also takes place throughout the year through the marking of homework, classwork, individual and group projects as well as an ongoing dialogue between the science teacher and students. This is all fed back to parents at the two parent-teacher conferences and the students' reports. Students are required to regularly and actively reflect on both their performance and effort in the subject and, with some guidance, form their own plans to further their progress as we move from one topic to the next.

KEY STAGE THREE HISTORY

Overview of subject

Students will be introduced to a wide series of events, some covering a short period and others covering a larger span of time. They will learn the consequences, key features and effects of European, Italian, British and global events. The overall goal of the KS3 History course is to prepare critical analytical skills for future use, as well as giving a balanced and broad knowledge of the past.

Curriculum Content

In Year 7 we study...

1.) The Roman Empire
2.) The Norman Conquest of England
3.) Advances in medicine 1100-1700

In Year 8 we study...

1.) The Italian Renaissance
2.) The Tudors and Stuarts
3.) Race relations in the USA 1800-1970

In Year 9 we study...

1.) Britain and the First World War
2.) Dictatorship, appeasement and the Holocaust
3.) World War II and the origins of the Cold War

Homework

Each class will be given one piece of writing in connection with the topic covered that week. It should take between 30 minutes and one hour.

Textbooks and Resources

Year 7 Heinemann: Think History 1 Heinemann study units: The Roman Empire

Year 8 Heinemann: Think History 2, Heinemann study units: The Italian Renaissance

Year 9 Thinking History- The Modern World Heinemann study units: The Great war

Assessment Opportunities

Assessments throughout Key Stage 3 History will now be tailored towards preparing students for the skills they will need at IGCSE and IB level. This includes assessments testing source analysis skills, chronology, essay writing, whilst exploring all themes through the prism of cause, consequence and effect.

KEY STAGE THREE GEOGRAPHY

Overview of subject

We aim for students to be interested in the world around them and understand that many processes, both natural and human, are shaping and changing the Earth. We study Physical and Human topics and also develop students' geographic skills, computing skills and language. Students work on being 'geography detectives' - knowing what kinds of questions to ask and investigating countries, places and people as well as how people and places are interconnected. The three year course reflects recent changes in the world and encourages practical geography enquiry skills.

Curriculum Content

In Year 7 we study: Mapping and making connections (scale, distance, grid references and direction), Settlement (patterns of growth and functions of settlements), The geography of sport (globalisation), Britain (climate, migration and demographics, and the UK in the world), and Plate tectonics (earthquakes and volcanoes, planning and prevention). We experience decision making and carry out independent investigations.

In Year 8 we study: Weathering and erosion (local and Dutch fieldwork), The geography of crime (mapping and fighting crime), Brazil (physical and human geography: climate, population, history and the rainforest), World Biomes (ecosystems, animal and plant adaptations and threats: climate change and resource extraction), Shopping (how patterns in shopping have changed in the last 50 years or so and online shopping).

In Year 9 we study: Development (ways of measuring development and mapping development), the Global Fashion Industry (globalisation, multinationals and occupational sectors), Tourism (development of tourism, resort change over time and focus on Ghana), the changing Economic Geography of Italy (comparing and contrasting development on a national and international scale, Italy and the UK, inequalities in wealth, health service, education etc.) and China (communism, one-child policy, traditions and cultures). These units of work aim to foster appreciation of values and attitudes as well as to explore interdependence and global citizenship.

Homework

Weekly tasks will be set from the textbook or workbook related to the content of the lesson. It should take between 30 minutes and one hour.

Textbooks and Resources

Oxford publishers, Geography for Key Stage 3 (4th edition):

Homework

Weekly tasks will be set from the textbook or workbook related to the content of the lesson. It should take between 30 minutes and one hour.

Textbooks and Resources

Oxford publishers, Geography for Key Stage 3 (4th edition):

- Yr. 7 - Geog.1
- Yr. 8 - Geog.2
- Yr. 9 – Geog.3

Assessment Opportunities

Summative assessment in the form of tests at the end of each unit of work plus an end of year examination.

The students will also carry out independent research demonstrating their ability to select secondary data and resources, analyse evidence and draw conclusions. The final project is handed in to be evaluated.

KEY STAGE THREE FRENCH

Overview of subject

The course aims to enable students to continue to develop an understanding of French, started in Key Stage 2, in a variety of contexts; a knowledge of French vocabulary and structures; transferable language learning skills; the ability to communicate effectively in French and awareness and understanding of countries and communities where French is spoken. The course covers a wide range of topics, which will enable the students to cope with a variety of situations that they would encounter on a visit to France or a French speaking country.

Curriculum Content

- In Year 7 we study Personal Introductions and Information, In town, Holidays, School, Family, Food and Drink, Travel and Clothes.
- In Year 8 we study School, Leisure & Hobbies, Local Area, Going out, Holidays, Travelling to France and Shopping.
- In Year 9 we study French-speaking countries, Problems (in hotels, shopping and health), Holidays and Family relationships, Job and Work experience, Environment, Health issues, Traditions in French speaking- countries, Future plans.

By the end of Key Stage 3 students should dominate the following grammar points:

Nouns

- gender
- singular and plural forms

Articles

- definite, indefinite and partitive, including use of DE after negatives

Adjectives

- agreement
- position
- comparative and superlative: regular and meilleur, pire
- demonstrative (ce, cet, cette, ces)
- indefinite (chaque, quelque)
- possessive
- interrogative (que, quelle)

Adverbs

- comparative and superlative including mieux, le mieux
- regular
- interrogative (comment, quand)
- adverbs of time and place (aujourd'hui, demain, ici, là-bas)
- common adverbial phrases

Quantifiers/intensifiers (tres, assez, beaucoup, peu, trop)

Pronouns

- personal: all subjects, including on
- reflexive
- relative: qui, que, dont
- object: direct and indirect
- position and order of object pronouns
- disjunctive/emphatic
- demonstrative (à cela, celui)
- possessive (le mien)
- indefinite (quelqu'un)
- interrogative (qui, que)
- use of y en

Verbs

- regular and irregular verbs, including reflexive verbs
 - all persons of the verb, singular and plural
 - negative forms
 - interrogative forms
 - modes of address: tu, vous
 - impersonal verbs (il faut)
 - verbs followed by an infinitive, with or without a preposition
 - tenses
 - present
 - perfect
 - imperfect
 - immediate future
 - future
 - conditional
 - pluperfect
 - passive voice: present, future, imperfect and perfect tenses
 - imperative
 - present infinitive
 - present participle, including use after en •subjunctive mood: present, in commonly used expressions
- Prepositions Conjunctions

Number, quantity, dates and time

- including use of depute with present and imperfect tenses

Homework

Students will be expected to complete grammar and reading comprehension activities as well as written tasks at home on a regular basis. They will be encouraged to complete background research and take interest in the culture of the Francophone world.

Textbooks and Resources

In Year 7 students use Encore Tricolore 2.

In Year 8 student use Edexcel International GCSE and Certificate French.

In Year 9 students use the Edexcel International GCSE and Certificate French.

Assessment Opportunities

Year 7

Weekly homework can be the learning of vocabulary or grammar as well as reading comprehension activities or written production. There are end of unit tests and an end of year examination and students are examined in the four skills of Listening, Speaking, Reading and Writing.

IGCSE (Year 8)

- Paper 1: Listening (25%): This paper draws on vocabulary and structures from across the Edexcel IGCSE French specification. The students will be tested on their ability to understand and interpret the spoken French of native speakers.
- Paper 2: Reading and Writing (50%): Students will be required to read a range of authentic factual and non-factual written material of varying length, in different registers and contexts, and from different sources. These may include advertisements, short passages, letters, information leaflets, faxes, emails, website pages, newspaper and magazine articles. The aim of the reading tasks is to assess students' abilities in understanding and using information from a range of texts of increasing length. In the first extended writing task, students will be required to write about 50 words in the target language, on a topic related to the preceding reading passage. The response will be assessed for communication and

content and knowledge and application of language. For the second piece of extended writing, students will select one writing task from a choice of three. They will be expected to write a continuous response, of about 150 words, in French. Students aiming at grade C and above will be expected to express opinions and to use a variety of structures, including a range of tenses.

- Paper 3: Speaking (25%): This 10-minute examination tests students spoken French in unrehearsed situations. The first part is a presentation and discussion based on a single picture. The second part is a conversation with the interviewer on different topics covered over the course.

IGCSE (Year 9)

- Paper 1: Listening (25%): This paper draws on vocabulary and structures from across the Edexcel IGCSE French specification. The students will be tested on their ability to understand and interpret the spoken French of native speakers.
- Paper 2: Reading and Writing (50%): Students will be required to read a range of authentic factual and non-factual written material of varying length, in different registers and contexts, and from different sources. These may include advertisements, short passages, letters, information leaflets, faxes, emails, website pages, newspaper and magazine articles. The aim of the reading tasks is to assess students' abilities in understanding and using information from a range of texts of increasing length. In the first extended writing task, students will be required to write about 50 words in the target language, on a topic related to the preceding reading passage. The response will be assessed for communication and content and knowledge and application of language. For the second piece of extended writing, students will select one writing task from a choice of three. They will be expected to write a continuous response, of about 150 words, in French. Students aiming at grade C and above will be expected to express opinions and to use a variety of structures, including a range of tenses.
- Paper 3: Speaking (25%): This 10-minute examination tests students spoken French in unrehearsed situations. The first part is a presentation and discussion based on a single picture. The second part is a conversation with the interviewer on different topics covered over the course.

KEY STAGE THREE ITALIAN AS A FOREIGN LANGUAGE

Overview of subject

The course aims to enable students to continue to develop an understanding of Italian, started in Key Stage 2, in a variety of contexts; a knowledge of Italian vocabulary and structures; transferable language learning skills; the ability to communicate effectively in Italian through the use of authentic materials. The course covers a wide range of topics, which will enable the students to cope with a variety of situations that they would encounter on visit to Italy.

Curriculum Content

- In Year 7 we study Personal Introductions and Information, Describing people, Illness, Travel Plans, Basic Shopping, Daily Routine, Healthy eating.
- In Year 8 we study the Extended Family, Leisure & Hobbies, Local Area, Shopping, Food & Drink, School and Jobs & Work Experience, Holiday.
- In Year 9 we study Tourism & Holidays, School, Lifestyle and Global Issues. Students will also complete their controlled assessment in Speaking and Writing.

By the end of Key Stage 3 students should dominate the following grammar points:

Nouns

- gender
- singular and plural forms

Articles

- definite, indefinite and partitive, including use of di followed by the various form of the definite article

Adjectives

- agreement
- position
- comparative and superlative: regular and migliore, peggiore.
- demonstrative (questo, questa, questi, queste)
- indefinite (qualche)
- possessive
- interrogative (quale)

Adverbs

- comparative and superlative
- regular
- adverbs of time and place (oggi, domani, ieri, qua, la)
- common adverbial phrases

Quantifiers/intensifiers (molto, abbastanza, un po', troppo)

Pronouns

- personal: all subjects, including on
- reflexive
- relative: che, cui
- object: direct and indirect
- position and order of object pronouns
- disjunctive/emphatic
- demonstrative (questo, quello)
- possessive (Miei / mio)
- indefinite (qualcuno)
- interrogative (che, cosa)

Verbs

- regular and irregular verbs, including reflexive verbs
- all persons of the verb, singular and plural
- negative forms
- interrogative forms
- modes of address: tu, Lei
- impersonal Si
- verbs followed by an infinitive, with or without a preposition
- tenses
- present
- perfect
- imperfect
- future
- conditional
- passive voice: present, future, imperfect and perfect tenses •imperative
- modal verbs (volere, potere, dovere)
- gerundive, including the structure stare + gerundive •present participle
- subjunctive mood: present, in commonly used expressions Prepositions Conjunctions
- Number, quantity, dates and time

Homework

Students will be expected to complete grammar and reading comprehension activities as well as written tasks at home on a regular basis. They will be encouraged to complete background research and take interest in the culture of the Francophone world.

Textbooks and Resources

In Year 7 students use Tutti Insieme. In Year 8 students use Amici.

In Year 9 students use Amici.

Assessment Opportunities

Year 7

Weekly homework can be the learning of vocabulary or grammar as well as reading comprehension activities or written production. There are end of unit tests and an end of year examination and students are examined in the four skills of Listening, Speaking, Reading and Writing.

GCSE (Year 8)

- Paper 1: Listening (25%): This paper draws on vocabulary and structures from across the Edexcel GCSE Italian specification. The students will be tested on their ability to understand and interpret the spoken Italian of native speakers.
- Paper 2: Reading and Writing (50%): Students will be required to read a range of authentic factual and non-factual written material of varying length, in different registers and contexts, and from different sources. These may include advertisements, short passages, letters, information leaflets, faxes, emails, website pages, newspaper and magazine articles. The aim of the reading tasks is to assess students' abilities in understanding and using information from a range of texts of increasing length. In the first extended writing task, students will be required to write about 50 words in the target language, on a topic related to the preceding reading passage. The response will be assessed for communication and content and knowledge and application of language. For the second piece of extended writing, students will select one writing task from a choice of three. They will be expected to write a continuous response, of about 150 words, in Italian. Students aiming at grade C and above will be expected to express opinions and to use a variety of structures, including a range of tenses.
- Paper 3: Speaking (25%): This 10-minute examination tests students spoken Italian in unrehearsed situations. The first part is a presentation and discussion based on a single picture. The second part is a conversation with the interviewer on different topics covered over the course.

GCSE (Year 9)

- Unit 1: Listening (20%): This unit draws on vocabulary and structures from across the four specified common areas: out and about, Customer service and transactions, Personal information and Future plans, education and work. The students will be tested on their ability to understand spoken French.
- Unit 2: Speaking (30%): The focus of the speaking unit will relate to one or more of the following themes: Media and culture, sport and leisure, travel and tourism, business, work and employment (or a centre-devised option). The activities must include 2 different activity types chosen from:
 - an open-ended interaction
 - a picture-based free-flowing discussion
 - a presentation followed by a discussion

Students must demonstrate the ability to use the Italian language for different purposes and in different settings.

- Unit 3: Reading (20%): This unit draws on vocabulary and structures from across the four specified common areas: out and about, Customer service and transactions, Personal information and Future plans, education and work. The students will be tested on their ability to understand written Italian.
- Unit 4: Writing (30%) The focus of the speaking unit will relate to one or more of the following themes: Media and culture, sport and leisure, travel and tourism, business, work and employment (or a centre-devised option). The student must complete two separate writing task and each of these must be undertaken in controlled conditions in a single assessment session of no more than one hour. Students will produce at least 100 words in each of the 2 assessment sessions. Students aiming for grade C or above will need to demonstrate extended writing skills and are expected to produce over 200 words in each task.

KEY STAGE THREE MUSIC

Overview of subject

During their time in Key Stage 3 students explore a combination of music components such as choral formation, ensemble work, theory and the history of music. Building on their recorder and ukulele experiences in primary, students move deeper into the world of performance. This includes preparation for the Winter Show and it educational visits to the Corelli Association of Music. Group work involving musical

investigations is promoted, thus there is a constructivist approach to finding out about music through improvisation and experimentation with sounds, combinations utilising both old and new approaches.

Curriculum Content

Students are introduced to the basic rudiments of music such as sight reading lines and spaces. They are also introduced to the elements of music such as melody, rhythm and so forth. Dynamics of music are regularly referred to as part of every lesson.

In Year 7 studies include the basic theory of music the instruments of the orchestra, the pentatonic scale and a brief overview of the history of music.

In Year 8 studies include a deeper look at rhythms of the world with a particular focus on Latin American rhythms.

In Year 9 having studied musicals, operas, minimalism pop and classical genres, the emphasis moves into performance, direction and composition, thus completing the requirements of the English National Curriculum for Music in Key Stage Three.

Homework

Homework is optional and is usually more by way of emphasising the practice of musical instruments, listening to required tracks of music or the promotion of composition of music. Obviously for performances, students are required to learn lyrics and music. Otherwise, most homework involves following up aspects of classwork involving practice and a thorough love of the subject itself. Homework must promote music

Textbooks and Resources

Our Key Stage 3 Music curriculum is modelled on the following resource:

Letts GCSE Music. Although GCSE Music is not offered yet at Southlands, this GCSE book also containing specimen practice papers can do nothing other than explain and expand on the concepts of music as outlined in the Key Stage 3 National Curriculum for Music.

Assessment Opportunities

- Continuous assessment during lessons.
- Regular Musical Theory Tests throughout the year.
- The Italian Media Exam, taken by some of our students, is an opportunity for students to report on aspects of musical theory such as elements of music and to showcase an instrument of their choice. This may also include singing.

KEY STAGE THREE ART & DESIGN

Overview of subject

The curriculum opportunities for Art and Design allows pupils to explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures. They explore and experiment with ideas, material, tools and techniques. They take risks and learn from mistakes. All projects centre around a firm context in the form of examples and reproductions of artists' work in order to inform and aid the understanding of the creative processes.

Curriculum Content

In Year 7 during the school year we explore and develop skills in drawing techniques (line, tone, texture, pattern, form, colour) drawing perspective, sketching and painting. We explore clay modelling, creating artefacts. We also develop works inspired by different artists and architects, like Gaudí, which correlates to the Barcelona extended curriculum residential experience. Every year we create a different artefact for special productions.

In Year 8 we look at the human face and self-portraiture, Expressionism and Van Gogh in connection with the extended curriculum residential experience to Holland, and develop drawing and painting skills. We create

masks and continue with clay work. The Art curriculum continues with carvings, prints and paintings. Every year we create a different artefact for special productions.

In Year 9 we look at human proportions creating drawings inspired by the moving body, we continue this project with a sculpture on the same subject. The Paris extended curriculum residential experience will be supporting the Art curriculum with museum visits. We also look at paintings and work with dry pastels making an enlargement. We further this enquiry by working 3D sculpture. Every year we create a different artefact for special productions.

Homework

Homework is set on a two weekly basis and usually consists of artists or materials visual research.

Textbooks and Resources

The Art Room is provided with several Art books as reference material, ranging from prehistoric to contemporary Art. Students are encouraged to visit Museums and Current Art exhibitions. The school schedules usually at least one visit per year to a Museum/Exhibits in Rome.

Assessment Opportunities

KS3 Art and Design course does not require a final examination. The teacher assessment in Art is of a continuous nature with oral and written feedback on each finished project. The students also reflect and do self-assessment of their own work.

KEY STAGE THREE DRAMA

Overview of subject

The KS3 Drama curriculum at Southlands covers three main areas of learning:

1. Exploring - using drama to explore topics/themes/ideas; using drama strategies and media to gain insight and understanding into topics/themes/ideas/ the elements of drama, and also play scripts. This includes skills of co-operation/ collaboration/creative contribution.
2. Performance - skills in voice, movement, communication and creating and sustaining a credible role, and control over content/ style/ form
3. Analysis and Evaluation - of their own work and the work of others

Curriculum Content

In Year 7 students will:

- Understand and demonstrate the basic social and group skills necessary for meaningful drama to take place (listening, observation, concentration, co-operation/collaboration)
- Work in mixed groups of varying sizes (including individually) developing the ability to negotiate and make decisions as part of the group
- Show a developing ability to devise, improvise and create credible characterisations
- Structure a presentation with a clear beginning and end
- Start to explore their use of voice, movement/mime/gesture, space/levels, and sound, and how these drama media can be used to communicate meaning
- Use the drama strategies and media to explore topics/themes
- Develop drama from a range of different stimuli
- Understand that the process of drama has its own worth and that performance is not always part of the activity

In Year 8, students will:

- Work constructively and creatively alone and with all other members of the class, consolidating the ability to negotiate, make decisions, select and apply a range of techniques and structures as part of a group
- Understand and apply the skills required for effective spontaneous improvisation
- Use a range of approaches to create credible characterisations, varying vocabulary and body language as appropriate
- Develop the ability to use a range of skills and techniques to structure an effective performance

- Use the drama strategies and media to explore topics/themes
- Develop drama from a range of different stimuli
- Start to understand the differences between naturalistic and non-naturalistic forms and techniques
- Develop and deepen their use of movement/mime/gesture, voice, space/levels, and sound, and how these drama media can be used to communicate meaning
- Start to evaluate the use of the drama media in their own work and the work of others

In Year 9 students will:

- Use space, movement and voice with imagination, commitment to communicate meaning and evaluate that use
- Contribute positively to the development and realisation of ideas within a range of groupings and encourage others to contribute fully to the same group
- Recognise and apply the need to work in detail and depth, refining, editing and selecting when devising for presentation
- Use a range of dramatic skills, techniques, forms and conventions to express ideas and feelings effectively, with an understanding of the differences between naturalistic and non-naturalistic forms and techniques
- Appreciate drama from different cultures/ times and use elements in their work.
- Show and increasingly sophisticated use of staging, blocking and proxemics
- Use Drama strategies to explore different styles of scripts including Shakespeare

Homework

Homework is not usually given for Drama at Key Stage 3. However, occasionally students may be asked to do some research for a following lesson, learn lines or write up a script, according to the work being done in class. Students have an exercise book for Drama for this purpose.

Textbooks and Resources

There is no set textbook for Drama but there is a dedicated space for Drama in the Senior School, adapted for practical work. Students are asked to bring and wear soft-soled, indoor shoes in the Drama space.

Assessment Opportunities

Students' progress is assessed in lessons on a regular basis, usually every half-term. Assessment focuses on skills in collaboration, performance and evaluation. For example students may be filmed while they are preparing a piece of work and then will watch themselves and evaluate their skills in creative collaboration and ability to develop a piece of work in a group. Or they may present a rehearsed, prepared piece of Drama which is teacher assessed and recorded, focusing on performance skills.

KEY STAGE THREE COMPUTING

Overview of subject

Through this course, we will continue to teach students the essential elements of ICT that we all need to know how to use in our everyday lives. We will also be introducing key underlying concepts of computing such as algorithms.

Much of the course will focus on how computable ideas can apply in other areas, such as art, engineering, science and mathematics.

Curriculum Content

In Year 7 we study:

- Digital learners: Using the network, email, advanced searching & copyright.
- Introduction to computers: An introductory unit covering hardware, software, binary and networks.
- Binary: What is it? Why do we need it? How do we use it every day with technology?
- E Safety.
- Scratch Programming: Developing on from the skills developed in Primary School.

In Year 8 we study:

- Web design: Double unit encompassing the development of a web page from the design perspective but also addressing the code which underlies it.
- Scratch Programming: Double unit encompassing advanced skills developed from Year 7. Students start to look at a project-based programming activity.
- Control: Where ICT operates in our everyday lives and how it controls systems that we take for granted, for example how traffic lights operate.
- Heroes of Computing: In order to inspire the future, we must learn from the past. Heroes of computing identifies individuals whose efforts have reshaped how we operate as a society.

In Year 9 we study:

- Spreadsheets: This unit prepares students with advanced spreadsheet skills, including VB programming.
- Introduction to Java: Introduction of the textual programming language.
- Future Technology: Students explore the potential impact of emerging technologies.
- Databases: Students will develop their data mining, data types and validation skills whilst creating queries and reports.
- E-Safety.

Homework

Homework is set per topic, and is given, in a separate booklet, to the student for each unit of work.

Textbooks and Resources

All resources are provided by the school. No set textbook is currently in operation as resources are taken from a variety of sources.

Assessment Opportunities

Summative and formative assessment is completed via task based work both in the classroom, but also via the homework set per topic. Students have the opportunity to self assess their progress and develop their independent study techniques by looking at how they could improve their work to the next level. There is no end of year examination.

KEY STAGE THREE PHYSICAL EDUCATION

Overview of subject

Our Physical Education programme inspires all students to excel in competitive sports and other physically demanding activities. It helps pupils to become physically confident and provides opportunities to learn to feel good about and enjoy physical activity. Opportunities for character-building are embedded within the range of competitive activities. Students are taught to demonstrate positive sporting values such as fairness and respect.

Curriculum Content

Students experience a range of activities including; invasion games, dance, gymnastics, health-related exercise, net games, athletics, cricket, rounders and swimming.

Each module takes 6-8 weeks. Students' level of skill should be high with fluency, control and originality. They will learn to adapt to changing circumstances and modify skill appropriately and analyse skills and giving feedback to others will become an essential part of the learning process.

Homework

Students are encouraged to continue with physical exercise outside school. Students are also encouraged to represent Southlands in a range of sports tournaments against other International schools in the local area.

Textbooks and Resources

There is no textbook for this subject.

Students use the facilities at Eschilo 2 for the majority of their PE lessons.

Assessment Opportunities

Students should fully understand the need for health and fitness and be fully aware of safety within the lesson and will be challenged to be creative in their performance.

Students are assessed by their teachers formatively throughout each module during which they are given the opportunity to assess their progress by working with a partner in skill based activities.

Uniform

Students must bring the correct Physical education uniform to every lesson together with their school uniform. More information is found in the Senior School Student/Parent Handbook.

KEY STAGE 4 ACADEMIC STRUCTURE

Progression in Senior School: In line with the English National Curriculum guidelines, Year 10 and Year 11 are working in Key Stage 4. Over the two year course, students prepare for the International General Certificate of School Education (IGCSE) in most subjects. This qualification is an essential requirement for all students in the English school system; the quality of grades achieved will determine the individual's options for subsequent study, and may inform students about their own potential, strengths and preferences. Most students at Southlands already have two language (IGCSEs), so Pre-IB courses in French and Italian as a Foreign Language and Italian Language & Literature are being offered for students who have completed the preparation programme. Our Key Stage 4 programme is specifically designed to prepare students for our IB Diploma Programme in Key Stage 5.

Attendance: Attendance must be a priority for Key Stage 4 students throughout the two years of their Pre-IB and IGCSE courses. They are constantly involved in preparing for and completing internal controlled assessments. They are also involved in essential practical work in some subjects which cannot be recuperated if a lesson is missed.

Studying within a small class is an invaluable advantage for any student; we have also been able to offer certain options for each IGCSE group, and the number of subjects available will naturally increase as the Senior School expands. Some of our Key Stage 4 students may also enjoy an hour of supervised Independent Study Time, when they have an opportunity to study quietly.

Curriculum: Southlands Key Stage 4 programme is specifically designed to prepare students for our IB Diploma Programme in Key Stage 5. The majority of our Key Stage 4 students will be studying for IGCSE awards, including a double award for Science. Specific details of each course vary for each subject: as new initiatives are introduced, changes arise which impact the structure of a particular syllabus. An outline for each subject has been provided along with this handbook, showing the combined weighting of internal controlled assessments and external examinations, along with any other relevant details regarding assessment.

Resources for Key Stage 4: Most subjects follow a core course text book, published by the examination board. In addition, students will study texts, including novels and play scripts; they will complete research assignments using the Internet; they may also be required to complete practical projects as part of their course, such as 3-dimensional models, or keeping a sketchbook for Art.

Homework: At this level, students are expected to demonstrate a mature and responsible attitude to homework. Many tasks may require several days' preparation, whether it is a research assignment or an essay, or preparation for assessed coursework (see below). Deadlines are given and must be observed. Catch-up work for students who are absent can be requested for an absence of 3 days or more, and will be given at the teacher's discretion. Although some absences are unavoidable, we strongly discourage unnecessary absenteeism, since students soon discover that participation in the lesson is an essential part of effective learning.

Assessment: Assessment is generally based on a combination of grades received for assessed coursework, in some subjects, and terminal external examination, in all subjects. Assessed coursework Assessment is the replacement for traditional coursework; the main difference is that students may produce their work in school, under direct supervision, within a specified amount of time. The examination board provides specific guidelines for setting the task, how it should be completed, resources available, and the marking criteria. Details for each subject vary, and can be found in the specific subject leaflets.

IGCSE ENGLISH LANGUAGE A & ENGLISH LITERATURE

The Edexcel International GCSE in English Language (Specification A) enables students to:

- develop their understanding of the spoken word and the capacity to participate effectively in a variety of speaking and listening activities
- develop the ability to read, understand and respond to material from a variety of sources, and to recognise and appreciate themes and attitudes and the ways in which writers achieve their effects
- develop the ability to construct and convey meaning in written language, matching style to audience and purpose.

The Edexcel International GCSE in English Literature enables students to:

- engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world
- develop an appreciation of the ways in which authors achieve their literary effects and to develop the skills needed for literary study
- explore, through literature, the cultures of their own and other societies
- find enjoyment in reading literature and understand its influence on individuals and societies.

English Language (Route 2)

Assessment comprises of 60% written examination paper and 40% internally assessed coursework

Paper 1: Reading & Writing (2 hour 15 minutes external examination)

- Responding to reading non-fiction
 - Unprepared passage with graded questions.
 - Response to featured extract or text from Section A of the Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature.
- Writing task
 - One transactional writing task from a choice of two, with specific purpose & audience.

Paper 3: Written Coursework (2 internally set but externally moderated coursework assignments)

- Responding to reading
 - Explore the connections between two texts from Section B of the Edexcel Anthology in order to demonstrate appreciation of how writers achieve certain effects in poetry & prose.
- Writing task
 - One original imaginative composition.

Paper 4: Optional Spoken Language Endorsement (to be confirmed).

English Literature (Route 1)

Assessment comprises of 100% written examination papers:

Paper 1: Poetry & Modern Prose (2 hours external examination)

- Response to an unseen poem
- Choice of question to compare two poems from Section C of the Edexcel Anthology
- Choice of essay question on elected Modern Prose text: *Of Mice & Men*

This is a closed book exam: no copies of the Modern Prose text may be taken in to the exam.

Paper 2: Modern Drama & Literary Heritage Texts (1 hour 30 minute external examination)

- Choice of essay question on elected Modern Drama text: *An Inspector Calls*
- Choice of essay question on elected Literary Heritage text: *The Merchant of Venice* This is an open book exam: prescribed editions of both texts may be used during the exam.

Texts: The class will study a variety of texts from a range of genres, fiction and non-fiction, drama, prose & poetry. Each student will be issued with a copy of each of the set texts, plus one copy of the Edexcel Anthology for IGCSE, containing required texts for English Language & poetry for English Literature.

Resources: In addition to the set texts, students should support their studies with wider reading, including study guides & commentaries which are accessible on the Internet. Although watching & listening to adaptations of the works should also enhance understanding & appreciation of a text, this is no substitute for studying the work itself: naturally, the original text is the prime focus of our study.

As part of our study, students will research the context of works: historical, political, religious & biographical, for example. Students will also respond to guided questions aimed to encourage close reading of the text, as we explore meaning & features of style.

Attendance in lessons is vital. A significant proportion of time in lessons is used for discussion & oral feedback. Students may be sharing their findings or opinions in a small group; they may be presenting information to the whole class; we may be brainstorming ideas in preparation for an assessment, reviewing strategies for structuring a particular type of writing, or comparing contrasting interpretations of a character, for example.

Homework

Students will be expected to read a considerable amount at home; they should also prepare notes, sometimes in the form of answers to questions set for class. They will be encouraged to complete background research for each text, which can involve Internet research and published study guides, although they should always be encouraged to make their own notes rather than simply copying and pasting the work of others.

There will be opportunities for students to plan, prepare & complete certain coursework assignments at home, and it is crucial that final pieces be authenticated as the student's own work, in accordance with the Academic Honesty Policy of the school.

Looking ahead

We are proud to offer both the English Language and the English Literature IGCSE qualifications. The transition to the IBDP English A course has proved virtually seamless, since the required skills are nurtured at IGCSE: critical thinking, discussion, justification of opinions, listening & appreciating the opinions of others, and so on. Both courses effectively prepare our students for the challenges of future studies.

Bibliography: Pearson Edexcel. 2017. Edexcel International GCSE English A. [ONLINE] Available at: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse-and-edexcel-certificates/international-gcse-english-language-a-2016.html>. [Accessed 26 March 2017].

Bibliography: Edexcel International GCSE English Literature | Pearson qualifications. 2017. Edexcel International GCSE English Literature | Pearson qualifications. [ONLINE] Available at: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse-and-edexcel-certificates/international-gcse-english-literature-2016.html>. [Accessed 26 March 2017].

IGCSE MATHEMATICS

Qualification aims and Objectives

The Pearson Edexcel International GCSE in Mathematics (Specification A) (4MA1) qualification enables students to:

- develop their knowledge and understanding of mathematical concepts and techniques
- acquire a foundation of mathematical skills for further study in the subject or related areas
- enjoy using and applying mathematical techniques and concepts, and become confident to use mathematics to solve problems
- appreciate the importance of mathematics in society, employment and study.

Knowledge and understanding

This Pearson Edexcel International GCSE in Mathematics (Specification A) (4MA1) requires students to demonstrate application and understanding of the following.

Number

- Use numerical skills in a purely mathematical way and in real-life situations.

Algebra

- Use letters as equivalent to numbers and as variables.
- o Understand the distinction between expressions, equations and formulae.
- o Use algebra to set up and solve problems.
- o Demonstrate manipulative skills.
- o Construct and use graphs.

Geometry

- Use properties of angles.
- o Understand a range of transformations.
- o Work within the metric system.
- o Understand ideas of space and shape.
- o Use ruler, compasses and protractor appropriately.

Statistics

- Understand basic ideas of statistical averages.
- o Use a range of statistical techniques.
- o Use basic ideas of probability.

Assessment

This comprises of two externally set and marked written examination papers each lasting two hours. Each paper is weighted 50% of the qualification. Students will sit either Foundation Tier (targeted at grades in the range 5-1) or Higher Tier (targeted at grades 9-4 with 3 allowed).

Homework

All students are given written homework on a regular basis to re-enforce the learning in class. Students are also required to complete homework on the computer website "myimaths". There will also be self assessment exercises and investigations to complete when appropriate. Practice is an essential part of mathematics - so the homework set is an extremely important and integral part of the International GCSE course.

Bibliography: 2017, P.E.L. (2017) Edexcel international GCSE mathematics A. Available at:

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcse-and-edexcel-certificates/international-gcse-mathematics-a-2016.html> (Accessed: 29 January 2017).

IGCSE SCIENCE (DOUBLE AWARD)

The IGCSE Science course is divided into 3 units described below:

- Biology (33.3% of final grade)
- Chemistry (33.3% of final grade)
- Physics (33.3% of final grade)

Biology

Overview of content

This unit is split into five compulsory topics:

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

Chemistry

Overview of content

- This unit is split into four compulsory topics:
- Principles of chemistry
- Inorganic chemistry
- Organic chemistry
- Physical chemistry

Physics

Overview of content

- This unit is split into seven compulsory topics:
- Forces and motion
- Electricity
- Waves
- Energy resources and energy transfer
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics

Assessment

The Edexcel International GCSE in Science (Double Award) comprises three 2-hour externally marked examination papers:

- Biology Paper 1
- Chemistry Paper 1
- Physics Paper 1

The assessment for this qualification is linear, and all papers must be taken in the same series (at the end of Year 11).

There will be a range of compulsory, short-answer structured questions in all papers which are ramped to ensure accessibility for less-able students, as well as to stretch more-able students. Students may be required to perform calculations, draw graphs and describe, explain and interpret scientific phenomena. Some of the question content will be unfamiliar to students; these questions are designed to assess data-handling skills and the ability to apply scientific principles to unfamiliar situations. Questions targeted at grades 7-9 will include questions designed to test knowledge, understanding and skills at a higher level, including some questions requiring longer prose answers. There are some practicals in the specification content, which students need to describe. Knowledge of these practicals, and the ability to interpret the resulting data, is required for the examinations.

Homework

Students will be expected to read and research at home; they should also prepare notes, sometimes in the form of answers to questions set for class. They will be encouraged to complete background research, which can involve Internet research and published study guides, although they should always be encouraged to make their own notes rather than simply copying and pasting the work of others.

2017, P.E.L. (2017) Edexcel international science (double award) (2017). Available at: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse-and-edexcel-certificates/international-gcse-science-double-award-2017.html> (Accessed: 30 January 2017).

IGCSE HISTORY

This syllabus is a vibrant, interesting and very progressive course. It builds on work and critical thinking skills students developed in Key Stage 2 and 3 and continually challenges and delves deeper into the key ideas of Twentieth Century international relations as the students' progress through Years 10 and 11.

In all aspects, the syllabus meets the requirements of QCA, adopts new ideas in both the teaching of modern history and in methods of evaluation and assessment and leads well in IB Diploma History.

The philosophy and methodology behind this syllabus is modular, breaking the programme of study into three key areas. The students will progress to complete in depth historical analysis and an interpretation of key events in;

- 2 Depth Studies
- 1 Breadth Study
- A Historical Investigation

The content of the curriculum has been revised and focus has shifted to International Relations based themes. Giving the students a more insightful view of the ideological influences behind the key events of the twentieth century. Thus requiring of the students, a more thoughtful and interpretive understanding of history.

Students will study two Depth studies;

- Development of dictatorship: Germany, 1918-1945
- A world divided: Superpower relations, 1943-72

Students will study one Breadth study;

- Changes in medicine, 1848-1948
-

A Historical Investigation will also be selected from one of the following:

- The USA, 1918-41

Resources

Students are encouraged to read independently around the subject with books and films from the Library and there is a History Student Book to support them in their studies.

Homework

Students will be expected to read a considerable amount at home; they should also prepare notes, sometimes in the form of answers to questions set for class. They will be encouraged to complete background research, which can involve Internet research and published guides, although they should always be encouraged to make their own notes rather than simply copying and pasting the work of others.

Assessment

Students will be assessed through two written external examinations at the end of Year 11. Both papers are 1 hour 30 minutes in total and are equally weighted at 50% of their final grade, which will now be marked according to the scale 1-9. A grade 9 is equal to the previous A*, and a grade 4/5 is equal to the previous C grade. 2017, P.E.L. (2017) Edexcel international GCSE history (2017). Available at:

[http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-](http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-history-2017.html)

[edexcel-certificates/international-gcse-history-2017.html](http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-history-2017.html) (Accessed: 1 February 2017).

IGCSE GEOGRAPHY

The Edexcel International GCSE Geography course reflects recent changes in the world and in the teaching and learning of geography. Practical geography enquiry skills, including fieldwork, are used to underpin geographical knowledge and understanding. This two-year course aims to actively engage students in the process of geographical enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Students develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world.

The course aims to give students the opportunity to gain skills that will support progression to further study of geography, and to enhance their educational or employment prospects. This qualification enables students to explore the world, the challenges it faces and their own place in it, and to help prepare them to succeed in their chosen pathway.

The International GCSE has three sections as set out below:

Section A - The Natural Environment

- Coastal environments
- Hazardous environments

Section B - People and their Environments

- Economic activity and energy
- Urban environments

Section C: Global Issues

- Development and human welfare

Assessment Objectives

- Recall, select, and communicate their knowledge and understanding of places, environments and concepts
- Apply their knowledge and understanding in familiar and unfamiliar contexts
- Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues

Assessment

The IGCSE in Geography is assessed through two external examinations. The Physical Geography examination will examine topics from section A plus a question on fieldwork related to one of the two topics studied. The Human Geography paper assesses the two topics from section B, fieldwork based on one of the two topics and the Section C (Global Issues) topic. These exams are to be sat in the summer term of Year 11. There will be a variety of question types including extended writing, data-response and open-ended questions.

Homework

Students will be expected to read a considerable amount at home; they should also prepare notes, sometimes in the form of answers to questions set for class. They will be encouraged to complete background research, which can involve Internet research and published guides, although they should always be encouraged to make their own notes rather than simply copying and pasting the work of others. There may be opportunities for students to plan and prepare coursework assignments at home, although final pieces will be completed under controlled conditions in the classroom. Bibliography: 2017, P.E.L. (2017) Edexcel international GCSE biology (2017). Available at:

[http://qualifications.pearson.com/en/qualifications/edexcel-international-](http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-geography-2017.html)

[gcses-and-edexcel-certificates/international-gcse-geography-2017.html](http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-geography-2017.html) (Accessed: 29 January 2017).

PRE-IB CORSO DI LINGUA E LETTERATURA ITALIANA A

Lo scopo del corso Pre-IB di Lingua e Letteratura Italiana e' quello di sviluppare le abilita' che saranno indispensabili nel corso di Diploma IB (svolto in Year 12 and 13) e anche oltre. Entro la fine di Year 11 gli allievi avranno sviluppato un approccio allo studio della materia analitico e saranno in grado di estrarre dai brani studiati informazioni extra-testuali.

L'obiettivo e' preparare gli studenti a:

1. Conseguire le competenze di base per l'analisi di testi di diversi generi letterari:

- analizzare in modo approfondito una varietà di testi studiati per tutta la durata del corso;
- sviluppare un approccio critico, creativo e personale allo studio del testo letterario;
- affrontare lo studio della letteratura italiana e straniera, proveniente da varie culture;
- utilizzare i mezzi informatici con lo scopo di reperire informazioni.

2. Creare una coerente organizzazione delle argomentazioni:

- strutturare le idee in modo logico e chiaro, sia nella produzione orale che in quella scritta;
- argomentare con riferimenti e citazioni per supportare in modo persuasivo l'argomento trattato.

3. Acquisire un appropriato registro linguistico e un'adeguata competenza sintassica e lessicale:

- ampliare il vocabolario, soprattutto quello riguardante il linguaggio specifico dell'ambito letterario ed essere in grado di utilizzarlo in maniera appropriata per esprimere i propri pensieri e le proprie riflessioni;
- utilizzare strutture sintattiche complesse, chiare ed efficaci;
- saper riconoscere ed utilizzare sia nella produzione orale che scritta una varietà
- significativa di registri e toni linguistici.

TESTI

Gli studenti studieranno ed analizzeranno diversi generi testuali: romanzo e racconto e i loro sottogeneri, testi teatrali e poetici. I brani sono per la maggior parte contenuti nell'antologia fornita dalla scuola all'inizio dell'anno scolastico. Altri testi saranno forniti dall'insegnante in fotocopia per approfondimenti o in sede di verifica.

COMPITI PER CASA

Gli studenti dovranno svolgere una parte dello studio della teoria e l'analisi dei testi in programma a casa, portando a termine regolarmente le attività assegnate. Dovranno inoltre dimostrare di essere in grado di approfondire e reperire ulteriori informazioni sul contesto e sugli autori dei testi esaminati autonomamente consultando Internet, oltre ai libri. Ciò farà sì che, in sede di verifica scritta in classe, gli alunni avranno le competenze adeguate per portare a termine l'analisi e il commento dei brani proposti.

MODALITÀ DI VERIFICA DELLE CONOSCENZE

La verifica delle competenze e conoscenze acquisite avverrà per tutta la durata del corso di studi per mezzo di interrogazioni orali, dibattiti tra gli studenti mediati dall'insegnante e verifiche scritte.

PRE-IB FRENCH B AS A FOREIGN LANGUAGE

Our Pre-IB French as a Foreign Language course aims to encourage students to:

- develop an interest in, and enthusiasm for, language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- consider their study of the language in a broader context.

Our Pre-IB French as a Foreign Language course enables students to:

- derive enjoyment and benefit from language learning
- acquire knowledge, skills and understanding for practical use, further study and/or employment
- communicate with speakers of the language
- take their place in a multilingual global society.

Topics

Youth culture and concerns

- Music and fashion
- Technology (eg MP3/blogs/mobile phones/internet/games)
- Relationships (family/friendships and peer pressure)
- Drink, drugs, sex

Lifestyle: health and fitness

- Sport and exercise o Food and diet
- Health issues (eg smoking, skin cancer, health services)

The world around us: travel, tourism, environmental issues and the French-speaking world

- Tourist information, travel and transport o Weather (eg natural disasters, climate change) o Pollution and recycling

Education and employment

- Education (schooling and higher education) o Education policy and student issues
- The world of work (eg the changing work scene, job opportunities and unemployment)

Assessment

This comprises of 70% written examination paper and 30% speaking examination

Paper 1: Spoken Expression and Response in French (10 minute speaking examination)

- Section A requires students to respond to four set questions on a stimulus related to the student's chosen general topic area.
- Section B requires the teacher/examiner to engage the student in a discussion that, although still relating to the same general topic area and its linked subtopics, moves away from the main focus of the stimulus.

Paper 2: Understanding and Written Response in French (2 hour 30 minute examination)

- Section A requires students to listen to a range of authentic recorded French-language material and to retrieve and convey information given in the recording by responding to a range of French-language questions.
- Section B requires students to read authentic French-language printed materials and to retrieve and convey information by responding to a range of mainly French-language test types.
- Section C requires students to write 200-220 words in the form of a letter, report or article in French based on a short printed French-language stimulus.

Homework

Students will be expected to complete grammar and reading comprehension activities as well as written tasks/essays at home on a regular basis. They will be encouraged to complete background research and take interest in current affairs and culture of the Francophone world.

IGCSE INFORMATION AND COMMUNICATION TECHNOLOGY

The Edexcel International GCSE in Information and Communication Technology (ICT) is designed as a two-year course. It aims to encourage the exploration and study of ICT in a variety of contexts: home, community, business, industry, recreation and education. In any given situation students will have the opportunity to acquire competence, ability and critical skills through the implementation, use and evaluation of a range of ICT systems. Students can develop their interests in, enjoyment of and critical reflections on ICT as an integral part of modern society. The Edexcel International GCSE in ICT enables students to:

- explore how digital technology impacts on the lives of individuals, organisations and society
- learn about current and emerging digital technologies and the issues raised by their use in a range of contexts by individuals and organisations
- develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice
- broaden and enhance their ICT skills and capability
- work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts
- learn how to reflect critically on their own and others' use of ICT and how to adopt safe, secure and responsible practice.

Assessment

The Edexcel International GCSE in Information and Communication Technology (ICT) is assessed through:

- a terminal written examination paper, 1 hour 30 minutes taken at the end of Year 11
- a practical examination paper comprising one practical assignment from a choice of two. Duration: 3 hours in total taken in May of Year 11

Content

For the written examination students must study the following topics

- Topic 1: Digital Devices
- Topic 2: Connectivity
- Topic 3: Operating Online
- Topic 4: Online Goods and Services.

For the Practical examination students must study both the following topics

- Topic 5: Applying Information and Communication Technology
- Topic 6: Software Skills

Assessment Objectives

AO1: Knowledge and understanding

Students should be able to: Demonstrate knowledge and understanding of Information and Communication Technology (ICT)

AO2: Application

Students should be able to: Apply knowledge, understanding and skills to produce ICT- based solutions

AO3: Evaluation:

students should be able to: Analyse, evaluate, make reasoned judgements and present conclusions*

Homework

Homework is set weekly to consolidate the work undertaken in class. Students are expected to keep up with assignments and reading set and dedicate at least three hours' homework time weekly to the tasks given.

Bibliography: 2017, P.E.L. (2017) Edexcel international GCSE information & communication technology. Available at:

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcse-and-edexcel-certificates/international-gcse-information-and-communication-technology-2017.html> (Accessed: 29 January 2017).

GCSE DRAMA

The Edexcel GCSE in Drama is an exciting and challenging course. Over the two years, students will learn and engage in a variety of Drama strategies and techniques to help them explore themes, topics, issues, and play texts: all a wonderful way of deepening their understanding of the world around them and their place in it. They will devise and perform their own work, as well as rehearse and perform from published scripts, to different audiences. Much of the work in lessons is practical, creative and collaborative - this means attendance is vital as this experience cannot be gained by studying alone. Students will also learn how to write for Drama, keeping a Drama journal, shaping essays and developing their evaluative skills to demonstrate their understanding of what they have learnt during practical sessions. By the end of the course they will have deepened their knowledge of theatre and theatre practice and have a toolkit of ideas to use as performer, director and theatre critic.

In addition, there is a mandatory residential trip to the UK to see nationally acclaimed live theatre productions. This is a fantastic experience for the students; it also forms the basis for section B of the written exam at the end of the course.

There are three components for assessment*:

Component 1 (40% of the GCSE qualification): Students work in groups to devise a piece of Drama which they will then perform. The aim is to gain insight and understanding of a chosen topic, theme or stimulus by collaborating with others, contributing and developing creative ideas and experimenting with Dramatic form.

They then develop and shape their piece to performance standard. They also produce a portfolio to document and evaluate their work. This component is internally assessed by the teacher and externally moderated.

Component 2 (20% of the GCSE qualification): Students will explore a text and perform two key extracts from it. Students collaborate in groups, facilitated by the teacher, to demonstrate their knowledge and understanding of practical and performance drama skills by creating a live performance. This Unit requires considerable commitment and dedication. This component is assessed by a visiting examiner (in the spring term of Year 11).

Component 3 (40%): Written examination of 1 hour and 30 minutes in May/ June of Year 11. There are two sections in the exam. Section A will contain questions on a set text that students have previously explored, with the focus on decisions made by a performer, director and designer. Section B requires students to evaluate a live performance they have seen (on the residential trip to the UK).

Resources

There is a dedicated space for Drama adapted for practical work (students need to wear indoor, soft-soled 'dance' style shoes in the Drama studio). Students are encouraged to borrow play-texts from the Drama library to read independently and there is a Drama Edexcel Student Book to support them in their studies.

Homework

Students will have regular written homework throughout the course to develop their analytical, evaluative and reflective skills. They need to show understanding of what they have explored and created, and they will learn to document the process of devising theatre and to evaluate their work. They will also undertake research and complete key assignments to support their portfolio work and exam preparation. There will be times when students will need to rehearse outside of lessons: at break times or after school. A considerable amount of individual, independent preparation is also required for components 1 and 2 - learning lines and working on performance skills. 2017, P.E.L. (2017) Edexcel GCSE drama (2016). Available at:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/drama-2016.html>
(Accessed: 30 January 2017).

IGCSE ART & DESIGN

Qualification aims and Objectives

At Southlands, we offer an International GCSE course in Art and Design with Fine Art endorsement.

Fine Art can be defined as work developed primarily to communicate aesthetic, intellectual or purely conceptual ideas and meaning, rather than to serve a practical or commercial function. For example, work could be the outcome of personal experiences, thoughts and feelings, or simply observation and records of people, places and things in new and unique ways. Fine Art work will demonstrate an understanding and application of formal elements and creative skills, including mark-making.

The course will help to develop:

- creative, imaginative and practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design
- investigative, analytical, experimental and interpretive capabilities, aesthetic understanding and critical skills
- understanding of the codes and conventions of art, craft and design, and an awareness of the contexts in which they operate
- knowledge and understanding of art, craft and design in contemporary society and in other times and cultures.

Assessment

This qualification has two components:

1. **Personal Portfolio** worth 50% of the total International GCSE course which is internally set and externally marked.

This component gives opportunities to students to: develop and explore ideas; research primary and contextual sources; experiment with media, materials, techniques and processes; present personal responses to them set by the school. Students must submit three sheets of supporting studies and one sheet of final outcome. Students' work must show evidence of all four Assessment Objectives. The total number of marks available for the Personal Portfolio is 72.

2. **Externally-set Assignment** worth 50% of the total International GCSE course which is externally set and externally marked.

This component allows students opportunities to: develop and explore ideas; research primary and contextual sources; experiment with media, materials, techniques and processes; present personal responses to them set by the centre. Students must submit three sheets of supporting studies and one sheet of final outcome. Students' work must show evidence of all four Assessment Objectives. The total number of marks available for the Personal Portfolio is 72.

Homework

Homework is set weekly to consolidate the coursework. Students are expected to keep up with assignments set and dedicate at least three hours' homework time weekly for each task given. Bibliography: 2017, P.E.L. (2017) Edexcel international GCSE art & design. Available at:

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-art-and-design-2017.html> (Accessed: 6 February 2017)

LIBRARY

“Think before you speak. Read before you think.” Fran Lebowitz

Introduction

Across the world, research has shown that students in schools with good school libraries learn more, get better grades and score higher on standardized test scores than their peers in schools without libraries. That is why at Southlands library has become an integral part of the educational process.

What are the Library's main aims?

- information provision and management
- balanced and constantly growing collection of resources that support and enhance the school's curriculum
- collection based on a broad range of materials (books, textbooks, magazines, DVD's, audio books, online databases etc.) on every subject taught at school in printed or digital form in languages used and taught (English, Italian, Spanish and French)
- ensure access to information to the whole school community on site or remotely
- provide assistance to students in their selection of materials for independent research, reading and class assignments
- implement Academic Honesty in collaboration with teachers and students
- plan and develop Information Literacy curriculum
- carry out Information Literacy lessons
- collaborate with teachers and students to achieve above mentioned aims

What is Information Literacy?

Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner. (CILIP). The skills that are required to be information literate call for an understanding of:

- A need for information.
- The resources available.
- How to find information.
- The need to evaluate results.
- How to work with or exploit results.
- Ethics and responsibility of use.
- How to communicate or share your findings.
- How to manage your findings.

Information Literacy lessons are part of school's curriculum taught by the Librarian.

What are the Library's resources?

All students at Southlands International School are automatically members of the Library. That gives them free access to the Library's printed and digital collection. Printed resources can be borrowed for a certain period of time with a possibility of one time renewal. Apart from printed collection, the Library provides online databases with universal access on every device. For some databases a user name and password is required. All necessary information regarding databases, user names and passwords when required are given to students in Information Literacy lessons. Currently available online databases:

- Questia - With more than 83,000 academic books and more than 10 million articles from more than a thousand of the world's leading publishers, Questia offers quality sources selected by librarians and approved by professors, many of them peer-reviewed!

- Image Quest is one of the world's best image libraries. It has close to three million curriculum-relevant images from different collections.
- World Data Analyst offer quick and easy comparison of the countries of the world.
- Churchill Archive for Schools provides an expanding range of classroom-ready resources, specially written and developed by leading history educators
- Anglia Ruskin University – Guide to the Harvard System of Referencing
- Southlands Library Catalogue gives detailed information of the Library's resources.

For any questions regarding resources, research, databases, referencing etc. the Librarian is available to students every day in the library.

ABOUT IGCSE & IB DIPLOMA EXAMINATIONS

IGCSE is a well-established qualification that is recognised and accepted anywhere in the world. Students can choose from a wide range of subjects and there is no limit to how many an individual can take. In the UK, students will typically sit GCSE examinations in at least English, Maths, Science, a Humanity and a Foreign Language. The course structure varies considerably from one subject to the next; GCSE exams are typically taken in May/June. End of year examination results are released in late August, and certificates are issued a few weeks later.

Candidates are graded on a scale of 9 (highest grade awarded) to 1 (lowest grade awarded) in each subject. Although there is no “fail” grade in IGCSE, a “good passing grade” is deemed to be from 9 to 4. Whatever the subject choices, it is desirable to have English Language, Mathematics, a foreign language and a science among the subjects passed for higher educational studies.

The IB Diploma Programme is an international post-16 qualification which is “an academically challenging and balanced programme of education with final examinations that prepares students for success at university”. It is taken by students worldwide and accepted in universities around the world. The IB Diploma Programme is a broad base two year course, requiring study in six subject areas, including a study of Literature in a (near) native language, a modern foreign language, Mathematics, a Humanity and at least one of the Sciences. In addition, students participate in a Creativity, Activity, Service programme, write a 4000-word extended essay, researching a topic of their choice and follow a core critical thinking programme 'Theory of Knowledge'. Students work towards gaining the highest number of points in order to enter the University of their choosing, both in Italy and abroad

Students at Southlands will sit GCSE examinations set by Pearson Edexcel (London) examination board and all papers will be marked externally, in the UK. Our IB Diploma students have paper externally-set and marked by the International Baccalaureate Organisation. Stipulations regarding examination conditions are extremely specific and stringent; dates and times are also scheduled by the examination boards, and any student absent on the day of an examination will not have the opportunity to take that paper. The school provides a schedule of relevant dates once they are confirmed, and similarly strict guidelines apply to the internal assessments/assessed coursework.

EXAMINATION PROCEDURES

1. IGCSE & IBDP EXAMINATIONS MUST FOLLOW STRINGENT PROCEDURES: STARTING TIME MUST COINCIDE WITH THE PUBLISHED EXAMINATION TIMES, AND NO STUDENT MAY BE EXCUSED BEFORE THE NOMINATED FINISH TIME.
2. Students must be on time for all examinations. No time missed can be made up. Allowances will be made for students using school transport: in the event of a delay, these students may enter the examination room up to 30 minutes after the examination has started.
3. A student who is absent for any reason will be unable to re-sit the external or end-of-year internal examination. This will be stated on the Report.
4. Students must deposit all personal belongings in designated areas, including mobile (cellular) phones, smartwatches, electronic devices, and any equipment not required for the examination. IF ANY FORBIDDEN OBJECTS ARE FOUND DURING THE EXAMINATION, IT WILL BE CONSIDERED A DELIBERATE INFRINGEMENT OF THE RULES, AND MAY LEAD TO DISQUALIFICATION.
5. Students must provide themselves with the necessary equipment for each examination, and carry it into the examination room in a clear plastic bag or pencil case if there are more than three items.
6. Students may not leave the room after the examination has started, except in an emergency and with expressed permission by the invigilator.
7. Students may not communicate to each other in any way while in the examination room for the full duration of the examination. ANY VIOLATION OF THIS WILL BE CONSIDERED A DELIBERATE INFRINGEMENT OF THE RULES AND MAY LEAD TO DISQUALIFICATION.
8. If any student feels that they are being disturbed by another student, they should immediately communicate with the invigilator.
9. Students may only communicate with the invigilator by raising their hand for attention and waiting for the invigilator to come to their desk.
10. Students must wait until all papers have been collected, and until they have been formally dismissed from the room before talking or moving about. The examination is not considered to be over until all the students have left the room.

PHYSICAL EDUCATION

On either Tuesday, Wednesday or Thursday mornings all Key Stage 3 students take part in the Physical Education programme at Eschilo 2. PE activities are a compulsory part of the National Curriculum of England, and all children in Key Stage 3 are expected to participate, irrespective of their sports activities after school. On the designated day, PE students should come to school wearing their Southlands PE uniform: white T-shirt and blue shorts, plus the school blue tracksuit in cold weather. They should always bring their shower necessities and regular school uniform to change into after the lesson. **Please ensure that all items are clearly labelled and named** to avoid any confusion over ownership; we will have a full kit check during the first few weeks. All sports uniform is on sale at the school shop. If you have any questions regarding suitable footwear or equipment, please contact our Head of PE, Ms Baines.

Various sporting activities are scheduled throughout the year, and students should bring with them the appropriate necessary equipment (see below). One of our most important goals is to ensure that all students are safe, confident swimmers. Year 7 have lessons with a qualified swimming instructor. New students will be given a brief swimming test at the start of the year, and we will then be able to decide on groupings and activities. Each student will be informed of their particular programme of activities as soon as possible.

Students who cannot participate in a particular PE lesson must bring a note and give it to the teacher responsible for their groups by 9 a.m. PLEASE DO NOT LEAVE MESSAGES WITH THE OFFICE. Letters of non-participation for longer than one lesson should be accompanied by a doctor's certificate. Key Stage 3 students who cannot participate sit and watch their group as there is no provision for them to remain in school. If they are watching swimming, they must wear flip-flops in the pool area.

SWIMMING

Girls: One-piece uniform costume, goggles, swimming hat, bathing robe and flip-flops.

Boys: Uniform costume, goggles, swimming hat, bathing robe and flip-flops.

TENNIS

Tennis racquet, tennis shoes or trainers, white and blue sports uniform including tracksuit for cold weather.

DANCE

Tennis shoes or trainers, white and blue sports uniform including tracksuit for cold weather.

GAMES

Trainers or specific-footwear for activity, white and blue sports uniform including tracksuit for cold weather.

SHOWER NECESSITIES: Showers are a compulsory part of the PE programme; the facilities are excellent and there are hair-dryers provided for swimmers. Hence, all participating students should bring swimming costume, flip-flops, towel, soap, hairbrush and deodorant.

Hair drying facilities are only available for students taking part in swimming.

REPORTS TO PARENTS, PARENT/TEACHER CONFERENCES

Effective communication between teachers and parents is vital; we want you to feel supremely confident that you have chosen the best environment for your child with regard to both academic progress and pastoral care, which enhances each student's personal development.

Twice a year, subject teachers prepare a formal report to parents regarding the progress of each student. As an official document, the phrasing of the report is likely to be affected by National Curriculum descriptors: to demonstrate that there has been an opportunity to practise a particular skill, to tackle a specified theme, to work as part of a group, or to study a particular topic. At the same time, teachers wish to communicate clearly with parents: to comment on behaviour, quality of work, timeliness of homework, participation in class and general progress in a particular subject. End of year reports may include examination results for internal testing; for (I)GCSE and the IB Diploma, teachers may also include internal assessment/assessed coursework, currently working at and predicated grades, if applicable.

Alongside the academic subject reports, the Form Tutor will provide a pastoral report. The main purpose of this report is to recognise personal achievements that are not necessarily related to one particular lesson, but demonstrate the social, physical, creative or competitive development of the student. This is an opportunity for the Form Tutor to comment on those qualities about which a subject teacher may not remark: punctuality, meticulous school uniform, playing a supportive role in the tutor group, volunteering as a class representative, taking a lead in a tutor group activity, performing well in a whole school competition, or behaving in a particularly responsible manner during a school trip, for example. We appreciate that personal development cannot be measured by academic success alone.

For **Parent/Teacher Conferences** there are particular times set aside on the school calendar when parents are invited to make an appointment to discuss their child with all of the subject teachers and form tutor. These dates have been scheduled for the Autumn and Spring terms: initial feedback about settling into a new class at the beginning of the year, and an opportunity to discuss comments in the first report:.

(Year 8-13)	Thursday 17 th October 14.30 - 18.30	Friday 25 th October 09.30 - 14.30
(Year 7)	Thursday 19 th December 09.00 – 12.00	
(Year 7-13)	Thursday 12 th March 14.30 - 18.30	Monday 2 nd March 09.30 - 14.30

EXTENDED CURRICULUM OPPORTUNITIES **(SCHOOL EDUCATIONAL VISITS)**

Many of our teachers and Form Tutors enjoy organising extended curriculum opportunities that take the students out of school, sometimes for a day, sometimes as part of a residential trip. It is not only the historical, geographical or scientific benefits that motivate and inspire the teachers. Despite the technicalities of planning transport arrangements, leaving work for other classes, completing all the necessary health and safety paperwork, and finding other teachers who are prepared to act as chaperones, these outings provide a real sense of achievement for those involved, since these are extraordinary opportunities to witness the students outside the usual school environment, interacting with their peers, making new friends, demonstrating their own unique strengths of character. With greater freedom comes greater responsibility, and participation in school trips often brings out the best in our students.

A school trip is not simply a holiday. Each location is selected for a particular reason: perhaps, to demonstrate landscape features studied in Geography, perhaps to learn more about a significant historical event, maybe to personally experience the work of great masters, to see Shakespeare in performance, or to be completely immersed in a particular culture and language. There are innumerable considerations when planning a school educational visit, and the benefits are generally beyond our expectations.

For the past few years, our Key Stage 3 students participated in residential trips designed specifically for each year group, under the direct supervision of teacher chaperones, and most were accompanied by their form tutors. Groups shared their amazing experiences with the rest of Senior School in a series of colourful and entertaining assemblies during the final term. These year group trips proved so successful and so popular that we plan to provide similar opportunities to our students this year; further details will be provided during the Autumn term.

Recent trips for Southlands Senior School have included:

- Guided tours of The Globe, The National Theatre and the BBC in London, and unforgettable West End performances
- Studying coastal erosion and preservation strategies along the Ostia beachfront
- Visiting the Auditorium Parco della Musica
- Exploring the ruins of Pompeii, then climbing through the clouds to the crater of Vesuvius
- Enjoying a performance in French at Sala Umberto theatre

The year ahead promises similar opportunities, for students to learn and grow outside the regular confines of the classroom, storing up those unique memories for the future.

- Year 7 - Barcelona
- Year 8 – Holland
- Year 9 – Paris
- Year 10 – London
- Year 11 – Berlin
- Year 12 – Beijing

Details of each available day trip will be sent to parents at the earliest possible opportunity.

SENIOR SCHOOL EXTENDED CURRICULUM EXPERIENCES POLICY **(DAY TRIP, OFF-SITE ACTIVITIES & RESIDENTIALS)**

Extended curriculum experiences compliment our Senior School curriculum, and as such, we expect students to adhere to the same social and academic rules, behaviour and standards which are required in school: appropriate and respectful behaviour towards everyone at all times.

In particular we would like to highlight to students, and their parents/guardians, the following essential rules and regulations which are by no means exhaustive:

- It is completely forbidden to smoke, drink any form of alcohol, possess and/or use illegal drugs, as well as undertake any action prohibited under the local law of the visiting place.
- It is completely forbidden to cause damage to people, animals, things, environments and structures at all point on the visits.
- Students must have a correct and respectful behaviour towards, each other, teachers and any other person with whom they come into contact.
- Students must strictly observe any meeting times set and be punctual to the meeting point as determined by the teachers. We insist that students never go off alone or leave the main group on their own for any reason whatsoever.
- On overnight visits, bed times will be decided by the teachers and must be adhered to. Lights out is the signal that all students are expected to settle down quietly in their rooms, without disturbing those around them, and remain in their own rooms until morning call.
- Mobile (cellular) phones and other electronic devices (e.g. iPods, electronic games, etc.) are only allowed at certain times during the day, but must be switched off and may be collected in at bed time. They will be returned to students at morning call. Naturally, the misuse of these items may result in them being confiscated. Students are personally responsible for any items that they choose to bring.
- Students will be able to call home at appropriate and convenient times during the day. To avoid calling at an inopportune moment, we recommend the following times for parents who wish to telephone: between 7.30-8.am (local time) and 7-8pm (local time).
- Students are to travel in school uniform/dress code, or appropriate clothes (for overnight visits). Comfortable clothes and sensible shoes are required, and we insist on no inappropriate logos on clothing, high heels, short skirts or bare midriffs during the visit.

Teachers, who are acting in loco parentis, will use their professionalism, knowledge and discretion to organise activities, groups and allocate rooms (on overnight visits).

When appropriate, a list of essential items will be provided which will be attached to individual trip letters.

Any misbehaviour will be dealt with immediately, with school sanctions applied. This may result in parents being asked to collect their child from the visit. Any additional expenses incurred here are at the responsibility of the parent/guardian.

***Please sign and return the form at the back of this booklet by 13/09/2019 – Thank you.**

CONSISTENT BEHAVIOUR MANAGEMENT POLICY

At Southlands we believe that setting high standards for behaviour is an integral part of having a positive attitude to learning and raising attainment within both the English and Italian Curricula. Our behaviour policy is based on the principle of assertive discipline: that individuals are in control of their actions and can choose to act and respond in certain ways. We believe that all adults and students in school have:

- The right to be safe
- The right to learn
- The right to be treated with fairness and respect

What are our aims?

At Southlands we aim to:

- Strive to maintain a positive and supportive school environment with students given recognition for high standards of behaviour
- Ensure that all students are treated consistently. This means that there will not be variations in expectations between staff and that the same standards of behaviour apply outside the classroom as within
- Involve parents at the early stage if a student does not meet our expectations with regard to behaviour in order that we can take a joint approach to resolving any issues
- Allow students the opportunity to make a 'fresh start' if undesirable behaviour has to be dealt with, and not to judge students on previous behaviour
- Listen to all points of view before making any judgement concerning undesirable behaviour

What rules do we have in school?

The three rules we have in school are based on the three basic rights we believe in. These are displayed around the school with appropriate examples and are regularly discussed and reinforced with the students.

- Everyone in school has the right to be safe
We insist that students do not act in a physical way towards each other. We teach students that problems need to be solved through discussion and agreement. Retaliation is not acceptable as a reason for a physical response, and will be dealt with on an equal level to the initiator.
- Everyone in school has the right to learn
We will not allow students to disturb or interrupt other students' learning. Teachers also have the right to teach, and for this reason, continual disturbances will not be tolerated.
- Everyone in school has the right to be treated with fairness and respect
We expect students to show respect to adults and vice versa. We also expect students to show respect to each other, as we would adults to other adults. We ask that adults and students listen to other people's point of view with respect. Students will always be able to give their opinion, although this may not always happen immediately, depending on the circumstances.

How do we reinforce positive behaviour?

As a staff, we believe that it is important not only to reward improved behaviour, but to recognise and reward those students who are always punctual, well-behaved and motivated. In order to encourage good behaviour and study habits, there are a series of informal and formal rewards. Special recognition may be given in Senior School Assembly, or in the Principal's Newsletter. Prizes for competitions are awarded in special assemblies, and subject teachers elect outstanding students to receive exceptional certificates at the end of the year.

A particularly popular form of recognition has been the certificate of merit, awarded each week, and accumulated by students in order to qualify for an individual non-uniform day. Several classes managed to qualify for other treats, including a tutor time movie treat with popcorn! Responsibility can also be given as a token of recognition: students might be selected as a team captain for a special event, or elected as class representative to the Student Council.

How do we deal with undesirable behaviour?

However hard we may try, there may be times when positive strategies are not sufficient to encourage acceptable behaviour. Initially students will be spoken to about their actions, and given the opportunity to reflect upon these and change their behaviour. This will be done generally in private to the student, and not in front of an audience. For the vast majority of students in school, this quiet reminder is enough to solve the issue. Few students' behaviour is perfect one hundred per cent of the time, and these incidents can be addressed quickly and without any form of punishment.

Consistent Behaviour Management Steps for Subject Teachers

1. Non verbal reminder
2. Verbal reminder
3. Move student into a different seat (remember that students should be seating in a teacher-produced seating plan)
4. Reflection sheet: resolution conversation and subject teacher determined consequence (e.g. note in HW planner, write a letter of apology, detention, call/email parents etc.)
5. Record and Resolution form with the Deputy Head of the Senior School:
 - if 3 reflection sheets (1 teacher), or 5 reflection sheets (2+ teachers) in one half term.
 - May involve conversation with teachers involved.
 - Targets and strategies set.
 - Progress/improvement reviewed after an agreed interval.
 - Letter with reply slip and record and resolution form sent to parents and copy given to form tutor
6. Referred to Head of Senior School
7. Referred to Principal of the school

*N.B. Stages 4-7 recorded by DHSS

Guidance for teachers for the completion of reflection sheets

Reflection sheets are not a punishment. Their purpose is to enable a student to reflect upon the incident that occurred and reflect on their behaviours and culpability so that they can then have a conversation with the teacher about what happened and seek resolution.

They should be completed as soon as possible after the incident/behaviour has occurred (ideally the same day) Students should complete a reflection sheet and talk with the teacher and other involved students away from their peers.

Students should write in depth about what occurred ensuring that the form tutor and the Deputy Head can understand clearly what happened (i.e. what exactly was said/done) when they read it.

The teacher and students should all have the opportunity to talk and have their perspectives heard by the other parties as they go through the reflection sheet(s) together.

After this hopefully all parties agree to how to resolve the situation and (where necessary) that an appropriate consequence will be delivered promptly (detention, letter of apology, call/email parents, etc).

As soon as possible (ideally the same day) the reflection sheet(s) should be photocopied:

1x (original) for the teacher involved, 1x (copy) for the form tutor and 1 x (copy)for the Deputy Head.

N.B: This is especially important if the behaviour had occurred before as it means the form tutor and deputy head may wish to informally discuss the incident with the student and reiterate why it wasn't acceptable.

Students realising that teachers communicate with one another is a very powerful behaviour management tool!

If the problem persists (three times in one half-term with one teacher, or five times in one-half term with multiple teachers) the student will fill in a Record and Resolution form with the Deputy Head and the teacher(s) may be invited to discuss the situation with the DHSS and student(s).

Receiving a Reflection Sheet- Form Tutors

You should keep a record and copy of all reflection sheets, homework, lateness and uniform concern letters so you can keep a track of problem areas.

According to the severity and frequency of the reflection sheets you may wish to discuss what happened with your tutor(s), this would ideally be done away from their peers. You can be a useful 'ear' and advisor to help guide the student away from repeating the undesirable behaviour. Sometimes there is a bigger problem either in or outside of school that can be brought to light with an informal chat.

Further steps

If undesirable behaviour continues, the student will see the Deputy Head and complete a **Record and Resolution** sheet, which is given to the Head of Senior School. A **Behaviour Concerns** letter from the Deputy Head is filled in and sent home to parents.

If all these steps have been taken and the undesirable behaviour persists, then other strategies will be considered including:

- Involvement of the Head of Senior School
- Involvement of the Principal (where students are put in danger or the integrity of staff has been placed in question, the Principal should be involved immediately)
- Placing on report in school
- Home link i.e. behaviour contracts
- In-school suspension
- Possible fixed term exclusion
- Expulsion

How are the students involved in this process?

Students in school area made aware of this policy in many ways. We ensure that all students are aware of the reward systems and sanctions that are in use. Discussions as part of Tutor Time, PSHCE lessons, assembly, and Student Council meetings are used to discuss behavioural issues. The school has a separate Anti-Bullying Policy, and issues related to bullying are specifically dealt with through assemblies and PSHCE lessons, as well as on an on-going basis.

Parental signature

All students are expected to comply with the requirements of the school's discipline and behaviour policy. Each student and parent should read and sign the enclosed form and return it to the Form Tutor during the first two weeks of school; thank you for your support.

- Punctuality is a priority
- Every effort must be made to speak English in school whenever possible, particularly in lessons
- Students should bring the correct books and equipment to each lesson
- Homework should be neat, legible and handed in by the deadline
- Correct school uniform / dress code is obligatory
- Long hair must be tied back during lessons and in the dining room
- Make-up is not allowed; students may wear a watch and stud earrings, but other jewellery will be confiscated.
- Mobile (Cellular) telephones will be **TURNE**D OFF AND OUT OF SIGHT throughout the school day, unless permission is granted by the supervising teacher.
- Good manners are expected at all times: in the classroom, in the dining room, on the bus, during break, between lessons, on excursions, etc.
- Anti-social behaviour, such as insolence, rudeness or bad manners, will not be tolerated.
- Everyone at Southlands has a right to be safe.
- Everyone at Southlands has a right to be treated with fairness and respect.
- Everyone at Southlands has a right to learn.

Notice of Removal

The Principal reserves the right to require the removal of any student at any time if, in his opinion, it is necessary in the interests of either the school or the student. No remission of fees will be granted for the remainder of the term during which the student has been suspended or removed.

***Please sign and return the form at the back of this booklet by 13/09/2019 – Thank you.**

Language Policy

Contents:

1. Documents which inform this Policy
2. Rationale
3. Southlands Mission Statement
4. Language and Culture
5. Southlands definition of levels of language competence for IB Diploma Programme
6. Support provided
7. Monitoring, Reviewing and Evaluation
8. Resources and training
9. Review

Southlands International School recognises that language is central to learning and that all staff are, in practice, language teachers with responsibilities in facilitating communication.

1. Documents which inform this Policy

The documents which inform this Policy are:

- IBO (January 2014) Programme standards and practices Cardiff : International Baccalaureate
- IBO (April 2009) The Diploma Programme: From principles into practice Cardiff : International Baccalaureate
- IBO (April 2008) Guidelines for developing a school language policy Cardiff : International Baccalaureate
- IBO (2012) Guidelines for school self-reflection on its language policy Cardiff : International Baccalaureate
- IBO (April 2008) Learning in a language other than the mother tongue in the IB Cardiff : International Baccalaureate
- IBO (March 2011) The Diploma Programme: General regulations: Diploma Programme For students and their legal guardians Cardiff : International Baccalaureate
- IBO (August 2014) Handbook of Procedures 2015 Cardiff : International Baccalaureate
- IBO (September 2008) Towards a continuum of international education Cardiff : International Baccalaureate

2. Rationale

2.1 The Language Policy of Southlands is designed to help all students to pursue their studies effectively in the different languages in which we instruct. With the proliferation of language learning throughout the world, International schools need a Language Policy to meet the ever-increasing needs of students who require assistance to communicate and use a number of languages at a comprehensible level. It is the policy of this school that students have access to the whole school curriculum and to the full range of co-curricular activities provided by the school.

3. Southlands Mission Statement for Language Learning

3.1 Southlands seeks to ensure that:

- each student achieves to the best of his/her ability, and that language does not serve as a barrier to success.
- the development and use of language skills is a fundamental aspect of all learning that takes place here at school.

- the importance of language development is enhanced by the prominent role that language plays in all the curriculum and enrichment activities. This is under-pinned by high-quality, accessible and regularly monitored facilities and resources.

4. Language and Culture

4.1 Southlands values and celebrates the full range of students who form the Southlands community, including those for whom English is not their only language.

4.2 Wherever possible, students are encouraged to share their culture and language backgrounds at school events within the curriculum and during enrichment activities.

4.3 All lessons at Southlands are delivered through the medium of the English language except for lessons in the *Programma Ministeriale della Scuola Italiana* and Italian Language & Literature lessons where the medium is Italian and in Modern Foreign Language lessons the target language will be the medium of communication.

4.4 All written reporting to parents is communicated in English for all courses except the Italian National Programme at Key Stage 3..

5. Southlands definition of levels of language competence for IB Diploma Programme

5.1. Language A standard: students must be able to demonstrate their native or near-native competence at this level. This may be via a GCSE as a first language at grade C and above. In order to assess a student the school may give them an entry examination to assess their level.

5.2 Language B standard: students must have previously studied the language to a sufficient level to be able to access the course. This may be via a GCSE as a foreign language at grade C and above. In order to assess a student the school may give them an entry examination to assess their level.

5.3 Language ab initio standard: this course is for students with little or no knowledge of the language. If a student has previously studied the language then the IBDP Coordinator in conjunction with the IB Group 2 teachers school will assess their level. If the student is deemed to have a working knowledge of the language at an A2 level equivalent or higher they will not be able to pursue the course.

5.4 Bilingual students: If it is felt that a student has the level to complete two languages in Group 1 then this is will need to be approved by the IBDP Coordinator in conjunction with the IB Group 1 teachers.

5.5 Where possible the school will support the study of the Language A Literature school supported self-taught course in a student's native language where native speaking mentors can be provided.

6. Support provided

6.1 The school has mechanisms in place for identifying and supporting students who are experiencing difficulties with their use or study of English. Diagnostic testing, staff referral and student self-referral are methods by which individual support requirements can be ascertained and agreed using the following process of English as an Additional Language (EAL) provision:

PROCESS	ACTION
1. <u>School becomes aware of EAL needs of child</u> (a) on induction (by Principal)	a) New students in need of EAL support will be referred by the Principal to the EAL Department

<p>(b) From subject teacher / class teacher/form tutor</p> <p>(c) From the parents</p>	<p>b) Students identified by subject teachers will raise concern with form tutor/class teacher who will gather feedback from all other teachers and then make a referral to the EAL Department via an EAL support request form filled in by the class teacher (Primary) / Form Tutor (Secondary).</p> <p>c) Students requested by parents to have addition EAL support to be referred to the EAL Department.</p>
<p>2. <u>Intervention by EAL Department</u></p>	<ul style="list-style-type: none"> • When students are referred by teachers to the EAL Department, the class teacher (Primary) / Form Tutor (Secondary) will request permission from parents for the EAL Department to evaluate the child's needs. Should there be a language difficulty the teacher should ask for translation assistance from the office. • The EAL Department will then contact parents to inform them of the process, outcome and plan. • The EAL Department will contact the referral teacher to inform them of the outcome and plan. • The EAL Department will contact other appropriate colleagues as necessary, eg SEN Coordinator, Head of Senior School, IBDP Coordinator, Head of Key Stage to inform them of the outcome and plan. • When students are referred by the Principal or parents to the EAL Department, the EAL Department will request permission/inform parents that the EAL Department will evaluate the child's needs. • The CEFR for Languages scale is used to assess the student's English language competence. • Parents are notified by email that their child will be given EAL lessons to improve and enhance their language skills. • Timetable and nature of support (in or out of class) are then determined in accordance with the evaluation and conclusion of the EAL department. (Priority will always be given to EAL students out of class). • EAL student receives support until such time deemed suitable to re-enter their class on a full-time basis. • The number of EAL lessons will take the form of at least one session per week; during the year, this can vary depending on the student's progress. • EAL sessions generally replace an alternative lesson from the regular class timetable. For IBDP students additional EAL provision will be timetabled in Period Q to conserve subject teaching hours. • Parents are welcome to meet with EAL teachers to discuss any queries and issues they may have.

6.2 Additional learning support and guidance is available to students via the SEN department.

6.3 International Baccalaureate students for whom English is not their first language will be offered appropriate options in relation to the language element of their programme so that the course is fully accessible. The school recognises the right for an IBDP student to take an A Language as a self-taught option in their mother tongue, if offered by the IBO.

6.4 International Baccalaureate DP students will be required to take a second language from the following: English B HL/SL, Italian B HL/SL, French B SL/HL, Spanish *ab initio* SL, French *ab initio* SL (Pamoja online) or Mandarin *ab initio* SL (Pamoja online)

7. Monitoring, Reviewing and Evaluation

7.1 Teachers will undertake the monitoring of student performance by means of marking of classwork, homework and tests.

7.2 If needed for EAL, specific tests will be carried out twice a year to evaluate student progress by the EAL Department.

7.3 In English, French and Italian students will complete national examinations at the appropriate level. In EAL students will receive a certificate of completion or a certificate of participation at the end of the year, in recognition of their achievement during the course.

7.4 Additional EAL support may be available during the Summer School courses provided by Southlands.

8. Resources and training

8.1 Staff and students are able to access and use appropriate resources related to the development of language skills. Resources include books, IT hardware, software, audio visual aids and examination materials.

8.2 The identification, purchase and distribution of resources used to deliver teaching and learning, including language, is overseen by the Principal in liaison with the Head of Section and IBDP Coordinator/Heads of Department/EAL/SEN/Italian Programme Coordinator with a designated budget. This is undertaken on an annual basis for large items of expenditure and at regular intervals throughout the year for smaller items.

8.3 The Library contains a range of language based learning materials that can be used or borrowed by staff and students. Materials are purchased in liaison with teaching departments and updated/replaced on a regular basis.

8.4 In addition to externally run INSET courses, all staff have access to internal/school based training opportunities, such as RISA (Rome International Schools Association) and ESL conferences – including those specifically related to language.

9. Review

9.1 Reviewing the Policy:

- The Language Policy is developed in collaboration with all teaching and support departments to ensure that it continues to meet the needs of our students.
- In order to reflect the dynamic nature of language development the Policy will be reviewed on an annual basis (see Policy Review Procedure document) so that it can be amended or updated as appropriate.

Academic Honesty Policy

Contents:

1. Documents which inform this Policy
2. Rationale
3. Purpose
4. What would constitute a breach of academic honesty?
5. Roles and Responsibilities
6. How do we educate students about academic honesty?
7. Monitoring
8. Review

1. Documents which inform this Policy

The documents which inform this policy are:

- Programme standards and practices (IBO, 2014)
- The International Baccalaureate Academic Honesty Guidance (IBO, 2007)
- Effective citing and referencing (IBO, 2014)
- School work plagued by plagiarism? A Survey (Association of Teachers and Lecturers, 2008)
- Suspected Malpractice in Examinations and Assessments 2013-14 (Joint Council for Qualifications, 2013)
- Information for Candidates on Controlled Assessment, Coursework, Onscreen test, Privacy Notice, Social Media, Written Exams (Joint Council for Qualifications, 2013)

Coursework - a Parent's Guide. (The Qualifications and Curriculum Authority, 2005).

2. Rationale

- 2.1. Southlands International School encourages its students to become confident, independent learners with a positive attitude towards research, the creation of their own work and a respect for the work of others. We want our students to be 'principled' and act with integrity and honesty so we must instil within our students the understanding that academic work is the property of its author and that considerable time and effort would have gone into the preparation of an item of work. Our students must understand the learning and creative processes undertaken to produce work, once they accept the processes then they will understand the need for, and value of, academic honesty.
- 2.2. Academic honesty represents a set of values that promote personal integrity in all aspects of teaching, learning and assessment. Academic honesty is shaped by a variety of factors including, peer pressure, parental expectation, role modelling and taught skills. All staff carry the central responsibility for the instilling and modelling of good practice so that our students may evolve and develop into responsible and respectful learners.
- 2.3. Southlands and its teachers wish to encourage amongst our students the moral sense that academic work constitutes "intellectual property". Intellectual property is in some circumstances protected under law. By instilling this moral sense and respect for others' work, we will be helping to combat illegal out of school activities such as music downloading and file sharing. These activities are illegal and as such our students may be liable for such acts and face prosecution.

- 2.4. The development of student awareness of academic honesty from Key Stage 3 will prepare our students for the work they will engage in their iGCSE and IBDP studies. The values and skills our students gain will prepare them for study in further and higher education.
- 2.5. Students must understand that academic honesty relates not only to coursework/controlled assessment but also to all work they produce during their time at Southlands. Examinations, although taken under controlled conditions are also subject to the principles of academic honesty.

3. Purpose

- 3.1 To help our students understand the principles of academic honesty and create a learning environment under which students produce original work and respect the work of others through effective acknowledgement.
- 3.2. To develop in our students practices and conventions that will prepare them for future study in further and higher education institutions.

4. What would constitute a breach of academic honesty?

- 4.1 Students, parents and teachers are frequently confused about what would constitute a breach of academic honesty. Academic honesty is acting with integrity in all your schoolwork by making sure all your work is your own and not copied from either friends, books or the internet. Academic dishonesty is therefore defined as submitting as your own work that which is not your own and produced by someone else.

There are occasions (e.g. in the IBDP Language B group orals, Group 4 projects, CAS projects and TOK presentations) when group work is entirely desirable and acceptable. This is legitimate collaboration. In such a case, each student involved should play a distinct part so that it can be clearly seen how her or his contribution differs from that of others in the group. Any written work presented must be individual. One student cannot do the writing for another.

All kinds of cheating are academically dishonest and they come under three broad terms.

- **Malpractice** - gaining an unfair advantage in any class, homework assignment or examination. Examples of this could be unauthorised help from friends, parents, siblings, tutors. Using within examinations electronic aids (mobile phones, tablets, electronic dictionaries, smart watches and the like) or any other items prohibited under the rules of the examining authority.
- **Collusion** - when a candidate knowingly allows her or his work to be copied and/or handed in by another student.
- **Plagiarism** - when presenting another's words and ideas as one's own without crediting the source - this includes information taken from books, journals, magazines, television and the internet. This includes paraphrasing material or an original idea without properly acknowledging the source.

- 4.2 In addition to the above, the falsification of documents and/or signatures will be treated as academic dishonesty.

5. Roles and Responsibilities

- 5.1 Teachers, support staff and the librarian are responsible for encouraging students from entry to the school in Year 7, to accept responsibility for their own work and acknowledge that practices such as “cut/copy and paste” constitute copying and as such must be discouraged.
- 5.2 Teachers, support staff and the librarian have a collective responsibility to ensure that as our students progress through school they become conversant with the concept of academic honesty and of the various forms that cheating can take.
- 5.3 Teachers, support staff and the librarian are required to monitor and ensure the rigorous application of specific standards and requirements set out by the examining bodies in relation to coursework, controlled assessment, extended essays and projects that students undertake as part of their iGCSE, or IBDP studies.
- 5.4 The Examinations Officer at Southlands is responsible for the implementation of regulations and procedures pertaining to public examinations held at Southlands on behalf of the QCA/JCQ and UK-based examination boards. A summary of the policy will be sent out to all parents and carers of students at the commencement of Year 9, 10 and 12. With regard to the International Baccalaureate Diploma examinations, the Southlands Examinations Officer will have responsibility for the implementation of regulations and practices in conjunction with the IBDP Coordinator.
- 5.5 The students of Southlands will, through the process of teaching and learning, develop initially a sense of awareness and then through practice become responsible for ensuring the originality of their own work. The submission of work by our students to their teacher is an admission on the part of the student that their work is their own and has been produced independently.

6. How do we educate students about academic honesty?

- 6.1 PSHCE programme
- session on plagiarism associated with controlled assessment and/or essay briefing
 - session on citation and referencing
 - information on school and examination bodies rules given out at mock examinations briefing and final examinations briefing
- 6.2 Information on the school website:
- This Academic Honest policy
 - Southlands International School Extended Essay student handbook
 - JCQ Information for Candidates on Controlled Assessment, Coursework, Onscreen test, using JCQ guidance, Social Media, Written Exams 2018-19
 -
 - General regulations: IB Diploma Programme (For students and their legal guardians)
 - IBO Effective citing and referencing Guide

7. Monitoring

- 7.1 The school subscribes to the practice of close monitoring by teachers of students' work particularly where that work is a part of assessed work for any educational or external qualification. Southlands

uses systems developed by “Turnitin.com” integrated into ManageBac to support this. Student coursework, controlled assessment, projects, or essays produced specifically as part of iGCSE or IBDP courses will be checked using these monitoring systems in order that the school may be reassured as to the integrity of the work produced.

7.2 The emphasis of Southlands’ policy is on prevention, and on students learning the appropriate skills of correctly referencing work. As an international school, we are aware that students come from a variety of cultural backgrounds, and it may take them time to understand this Policy. This is not to say that plagiarism is tolerated. However, it may be that in the first instance the student is handed back work and asked to reference it properly. Any student attempting malpractice, collusion and plagiarism, may after investigation into the circumstances, face the penalties outlined.

- **1st Offence:** It may be that in the first instance the student is handed back work and asked to reference it properly.
- **2nd Offence:** A “fail” for the work (which must be repeated), a report to the Principal, Head of Senior School, and in the case of IB Diploma students to the IB Coordinator, a meeting with and letter sent home to parents. The student's name will be shared with the teaching staff of the school and a record made upon the student’s file.
- **3rd Offence:** Each of the consequences of the first offence, plus a two-day exclusion and the consequences attached to that.
- **Continued offences:** The student may face the cancellation of examination entry/entries and/or exclusion from Southlands.

8. Review

8.1. In order to reflect the ever changing landscape of information retrieval practice this Policy will be reviewed on an annual basis (see Policy Review Procedure document) so that it can be amended or updated as appropriate.

***Please sign and return the form at the back of this booklet by 13/09/2019 – Thank you.**

Admissions Policy

Content:

1. School Background which informs this Policy
2. Documents which inform this Policy
3. Southlands Mission Statement
4. Rationale
5. Admissions Criteria
6. Special Educational Needs
7. Admissions Process
8. Interview with Applicant

9. Review

1. School Background which informs this Policy

1.1 Southlands International School was founded in the 1976 to cater for the small British community in the south of Rome and for those wishing to follow a British-style education. Having a high quality school on their doorstep has meant many Italian parents have been attracted to the school. The school offers the children of these Italian parents the opportunity to follow an approved, adapted Italian curriculum which allows them to sit the Italian Ministry of Education's Elementari and Medie examinations (Programma Ministeriale delle Scuole Elementari e Medie). This combination of an 'international' education through the medium of English, which maintains Italian educational options, is seen as a unique opportunity.

1.2 Southlands International School serves a diverse community of students aged from 3-18 who come from a range of nationalities, cultures and backgrounds. We offer a broad education which uses English as the main language of learning and caters for a range of student abilities. We have over fifty different nationalities represented at Southlands and are proud of this fact. Southlands International School has adopted a set of core values, as articulated in our mission statement, which guide every feature of our educational provision.

2. Documents which inform this Policy

The documents which inform this policy are:

- IBO (January 2014) Programme standards and practices Cardiff : International Baccalaureate
- IBO (April 2009) The Diploma Programme: From principles into practice Cardiff : International Baccalaureate
- IBO (March 2011) The Diploma Programme: General regulations: Diploma Programme For students and their legal guardians Cardiff : International Baccalaureate
- IBO (August 2014) Handbook of Procedures 2015 Cardiff : International Baccalaureate
- IBO (September 2008) Towards a continuum of international education Cardiff : International Baccalaureate
- Special Educational Needs and Learning Support Policy
- EAL Policy
- IB Diploma Options Handbook 2019

3. Southlands Mission Statement

3.1 At Southlands International School our aim is to ensure that all students:

- receive a high quality education, in the English language, within a nurturing stimulating and creative international ethos

- are inspired, respected, challenged and supported by the well-qualified, dedicated, caring and professional team of staff
- receive excellent pastoral care from their teachers in a friendly, positive atmosphere
- know that their individual qualities, abilities and cultures are recognised and valued
- are provided with additional educational opportunities on and off site, locally and nationally
- are given the opportunity to fulfil their individual potential academically, socially, morally and emotionally
- leave school equipped with the skills and awareness they need to become tolerant, independent, co-operative, responsible and creative young people
- develop a lifelong interest in learning, the environment, technology and self- development

4. Rationale

4.1 Our Admissions Policy is articulated to encourage diversity and international mindedness in our student body. The students who are admitted to Southlands International School benefit from our educational provision and are expected to enrich our school community and to embrace the core values of the school as outlined in our Mission Statement.

4.2 We recognise that a number of students are less likely to benefit from our model of education. Our policy and procedures are designed to identify these students in order to help parents and the school make the best choices in line with the individual needs of these students.

4.3 Southlands International School also operates a policy on maximum class sizes.

5. Admissions Criteria

5.1 Southlands seeks applications from students who can demonstrate they possess the appropriate levels of academic readiness (typically average to above-average), as well as the excellent attitudes and interpersonal and academic skills required for successful learning in the school. Family priorities include:

- a preference for the iGCSE, in Key Stage 4, and the International Baccalaureate curriculum in Key Stage 5, both known for their academic rigour and diverse assessment methods;
- an appreciation of the value of learning additional languages;
- an expectation that the learner is self-directed, self-motivated and self-disciplined;
- a focus on holistic education that prepares children to participate confidently and positively in society as they become effective 21st Century global citizens.

5.2 Priority is given to the following categories in assessing applications:

- Siblings of current students of the Southlands International School.
- Applicants from the international community.
- Applicants who have English as a first or near native language.

5.3 We usually place students in the class appropriate to their age in accordance with the English school system, seeking to differentiate for their individual needs within this context. However, transfer from another school system may also take into consideration previous educational records. For instance, students transferring from another international or English-medium school who have effectively satisfied the criteria for promotion in their previous school will be admitted for the subsequent class applicable at Southlands International School. Internal assessment may be used to help reach decisions that aim to be in the best interests of each student.

5.4 The number of years that the student has spent in formal education is not usually used as an indicator for placement or admissions. Similarly, it is not common practice to ask students to repeat a year level purely on the basis of their ability to use the English language. As a general rule, students are admitted to Nursery and

Reception only on the basis of their chronological age. In particular, students will be expected to have reached 3 years of age by 31 August of the year of their admission, while all students entering Reception (either internally or as new admissions) would normally have reached 4 years of age by 31st August. Children must be toilet-trained and therefore out of nappies before starting the Nursery class.

5.i Language Requirements

5.i.1 EAL provision (as outlined in our EAL policy) provided by the school is mandatory for children entering the school in Year 1 or later years who on assessment are felt to benefit from additional one to one sessions. There will be an extra cost for this EAL provision.

EAL students will need to demonstrate above average ability and a strong commitment to the ethos of the school. The Principal will take into consideration a number of factors including the balance of students within the class and the size of the class.

All students and their parents are expected to commit to the student acquiring a high level of English.

6. Special Educational Needs

6.1 For applicants who have special educational needs, the school may require an independent educational psychologist's assessment as part of the admissions application process to determine the adjustments that would be required. Applicants with medical or physical disabilities may be required to submit an independent medical report outlining the accommodations that would be required of the school. If individual support is deemed to be necessary then specific arrangements will be negotiated with the family who may be required to wholly or partially fund the extra provision that is needed for their son/daughter.

7. Admissions Process

7.1 It is strongly recommended that parents consult our website www.southlands.it before they apply to Southlands. Here you will find copies of the following forms which will need to be completed, as well as information on fees and required documentation.

- Copy of photographic ID for student and of both parents
- Enrolment form completed and signed by both parents
- Health form
- Privacy consent form
- Image consent form
- Transport form (if transport is required)
- Payment Plan signed by both parents
- Codice Fiscale for student and both parents
- Updated vaccination certificates
- Copy of last school report

7.2 Families of students seeking admission to Southlands International School should contact the school to arrange an appointment with the Principal. The purpose of this meeting is for parents to become informed about the school (its core values and its educational programme). Ideally, the student should also attend this

meeting or arrange a follow-up interview at a future date. Meeting the student is an important part of the admission procedure. Parents should bring to this meeting the previous school reports.

7.5 Final decisions for admission are based on the evidence outlined above, which serves to demonstrate whether the applicant meets all of the admissions criteria.

7.6 Decisions on admission are determined by the Principal of the School whose decision is final.

7.7 If places are available, students who fulfil our admissions criteria may be admitted at any time during the academic year at the discretion of the Principal.

7.8 Students will not be admitted if any of the following circumstances apply:

- the student has been expelled from their previous school.

8. Admission to the IB Diploma Programme

Our goal throughout the IB Diploma admissions process is to be inclusive and hold the student's best interests at the centre of any decision made.

8.1 Students will be required to meet a minimum academic criteria. Generally, but not always, this is evidenced in obtaining a series of recommended iGCSE grades in Year 11 (Appendix 1).

8.2 All entering IB Diploma students will meet with the Principal and IBDP Coordinator to explore the aims of the IB Diploma including; the learner profile, the objectives of the core programme and the approaches to learning.

8.3 Where iGCSEs or their educational equivalent have not been obtained students will meet with the Principal and IBDP Coordinator to assess student suitability for the Diploma programme.

8.4 On review of previous school reports, the student will complete a number of entry examinations to assess the suitability of the student for their preferred IB Diploma subjects options.

8.5 The value the school places in the IB Diploma means it is our aim for all students to be supported in completing the full IB Diploma Programme. In the exceptional circumstance that a student is deemed unsuitable for the Diploma, but it is felt they will contribute to and develop within an IB curriculum, they may be admitted based on selecting a number of agreed courses.

9. Interview with Applicant

9.1 Applicants will have an interview with the Principal, Head of Primary / Senior School or the IBDP Coordinator..

10. Review

10.1 This policy will be reviewed annually to reflect the changing needs and demographics of the school cohort.

Appendix 1 – Recommended minimum iGCSE grades for IB Diploma Programme

<u>SUBJECT</u>	<u>Recommended minimum iGCSE grades for HL entry</u>	<u>Recommended minimum iGCSE grades for SL entry</u>
<u>English A Literature</u>	B/6 in Literature	C/4 in Literature

<u>Italian A Language and Literature</u>	A*/8 or studied Italian A pathway	B/6 or studied Italian A pathway
<u>Language B</u>	A/7 or high level of language skill	B/6 or high level of language skill
<u>Language ab initio</u>	Not offered	No requirement
<u>History</u>	B/6 in History	C/4 in History
<u>Economics</u>	B/6 in History and Mathematics	C/4 in History and Mathematics
<u>Business Management*</u>	Not offered	C/4 in History
<u>Philosophy*</u>	Not offered	C/4 in History and English Language
<u>Psychology*</u>	B/6 in History and English Language	C/4 in History and English Language
<u>Biology</u>	B/6 in Combined Science	C/4 in Combined Science
<u>Physics</u>	B/6 in Combined Science and A/7 in Mathematics	C/4 in Combined Science
<u>Chemistry</u>	B/6 in Combined Science and A/7 in Mathematics	C/4 in Combined Science
<u>Mathematics Analysis and Approaches</u>	Not offered	A*/8 in Mathematics
<u>Mathematics Application and Interpretation</u>	A*/8 in Mathematics	C/5 in Mathematics

Assessment Policy

Content:

1. Documents which inform this Policy
2. Terminology
3. Rationale
4. Aims and objectives of assessment
5. How is assessment used?
6. Baseline assessment (CATs)
7. Access arrangements
8. Review

1. Documents which inform this Policy

The documents which inform this Policy are:

- IBO (January 2014) Programme standards and practices Cardiff : International Baccalaureate
- IBO (April 2009) The Diploma Programme: From principles into practice Cardiff : International Baccalaureate
- IBO (2019) Diploma Programme assessment procedures 2019 Cardiff : International Baccalaureate
- IBO (July 2009) Candidates with assessment access requirements Cardiff : International Baccalaureate (updated July 2014)
- IBO (2019) Assessment readiness Cardiff : International Baccalaureate

2. Terminology

2.1 Formative assessment is a means of measuring progress in a given area over time.

2.2 Summative assessment is a means of measuring attainment in a given area at a specific time.

2.3 Diagnostic assessment is a means of testing to allow a teacher to determine students' individual strengths, weaknesses, knowledge and skills.

2.4 Baseline assessments (CATs) are a series of one of cognitive ability tests assessing student abilities in Quantitative, Verbal, Non-Verbal and Spatial reasoning.

3. Rationale

3.1 At Southlands International School we believe that assessment provides the basis of informed teaching, helping students to overcome difficulties and ensuring teaching builds upon what has been learned. It is also a means by which students can reflect on and understand how they have achieved success and what they need to improve upon.

3.2 Formative assessment is an effective tool to create a positive learning environment. Through assessment students are able to see the necessary steps they will have to take for ensuring their own success. It enables teaching staff to set appropriate work and support to the level necessary to ensure continuing progress.

3.3 Summative assessment is important for collecting accurate information regarding a students attainment and progress. It informs whole school target setting and prediction of cohort attainment in external examinations.

3.4 Assessment, both formative and summative, is part of the continuous cycle of curriculum planning, implementation and review at Southlands.

4. Aims and objectives of assessment

4.1 Assessment is used by stakeholders including, teachers, students, parents and administrators to:

- Diagnose starting points and inform subsequent teaching and learning.
- Accurately record and monitor student learning.
- Enable active involvement of students in reflective learning by evaluating and motivating learning success.
- Ensure that information regarding progress and attainment and be central to curriculum review.
- Identify and celebrate different levels of learning within the school.
- Facilitate student progression between programmes.
- Provide information that allows parents to support their child's learning.

5. How is assessment used?

5.1 Diagnostic assessment may take place at the beginning of an area of study to identify student and wider cohort learning needs.

5.2 Formative (measuring progress in a given area over time) and summative (measuring attainment in a given area at a specific time) assessments are used in all subjects and data recorded.

5.3 Assessment methods are both formal and informal. Feedback may come in the form of grades, scores, comments (written and verbal) and written mid-year and end of year reports.

5.4 Assessment is criterion based and constructed to meet the intended learning outcomes of the curriculum followed by the student.

5.5 Assessment is used to allow teachers and school leaders to collaborate and ensure consistency of standards across departments and Key Stages. They are also used to facilitate transitions between Key Stages and iGCSE and IB Diploma Programmes.

5.6 Standardised assessment is conducted to measure progress against established requirements of external examination organisations (Pearson Edexcel and IBO) and this is used to inform instruction and curriculum implementation.

6. Baseline Assessment (CATs)

6.1 All new students complete onscreen Cognitive Abilities Tests on entry to Southlands International School.

6.2 CATs assess abilities in Quantitative, Verbal, Non-Verbal and Spatial reasoning and scores are recorded and reviewed by teachers and school leaders to inform student target setting and identify potential areas of support for the student on admission.

7. Access Arrangements – Public Examinations

7.1 The final decision regarding access arrangements for assessment and special dispensation rests with the appropriate examination board/body who make their judgements on a case by case basis. The school will

facilitate this process by providing the necessary documentation. To enable this process, specialist assessment may be required within 2 years of the student sitting the public examinations. In this instance the cost will be borne by the family.

7.2 Please refer to the appropriate examination board/body for further information;

- INTERNATIONAL BACCALAUREATE: IBO (May 2009 updated August 2017)' Candidates with assessment access requirements. Switzerland: International Baccalaureate

7.2.a.i Where a student is in receipt of individualized, planned support for inclusive access to the curriculum and assessment the SENCO will record evidence of these 'normal working practices'.

7.2.a.ii In conjunction with the IBDP Coordinator, the specific needs of the student will be evaluated one year prior to the student sitting their May session IB Diploma examinations. Findings will be communicated to legal guardians.

7.2.a.iii Where necessary tests are to be completed by external professionals a letter from the SENCO will be given to legal guardians outlining the need for further assessment and obtaining standardised scores in the appropriate areas.

7.2.a.iv The IBDP Coordinator will be responsible for applying for the specific access arrangements, agreed upon with the SENCO, attaching all relevant supporting documentation to the request no later than 6 months prior to the examination session (November 15th).

7.2.a.v On receipt of confirmation of inclusive access arrangements from the IBO the SENCO will send a letter to the legal guardian of the student.

- EDEXCEL: Form 8 - 'Application for access arrangements: Profile of learning difficulties'

7.2.b.i Where a student is in receipt of individualized, planned support for inclusive access to the curriculum and assessment the SENCO will record evidence of these 'normal working practices'.

7.2.b.ii In conjunction with the Head of Senior School, the specific needs of the student will be evaluated 10 months prior to the student sitting their Summer session iGCSE examinations. Findings will be communicated to legal guardians.

7.2.b.iii Where necessary tests are to be completed by external professionals, a letter from the SENCO will be given to legal guardians outlining the need for further assessment and obtaining standardised scores in the appropriate areas.

7.2.b.iv The SENCO will provide the necessary supporting documentation for the identified access arrangement, alongside the completed JCQ/AA/LD Form 8 to the Examinations Officer by January 31st.

7.2.b.v The Examination Officer will submit the application and inform the legal guardians on receipt of confirmation of access arrangements granted by JCQ.

7.3 Our school follows Section 4 of the IBO Candidates with Special Assessment Needs.

8. **Review**

8.1 **Reviewing the Policy:**

- The Assessment Policy is developed in collaboration with all teaching / support departments and school leaders to ensure that it continues to meet the needs of our students.

This Policy will be reviewed annually to ensure that procedures reflect the latest requirements determined by external examining bodies.

Special Educational Needs and Learning Support Policy

Contents:

1. Documents which inform this Policy
2. Terminology
3. Aims of this Policy
4. Roles and Responsibilities
5. Process of SEN Provision
 - 5.i. Referral
 - 5.ii. Assessment
 - 5.iii. Support
 - 5.iv. Review
6. Admissions Arrangements
7. Allocation of Resources
8. Access to the Curriculum
9. Access Arrangements – Public Examinations
10. Arrangements for In-Service Training
11. Working with Parents
12. Review

1. Documents which inform this Policy

1.1 The documents which inform this policy are:

- DfE (1996) Education Act 1996 London: Crown Publishing
- DfE & DofH (June 2014) SEND Revised Code of Practice London: Crown Publishing
- DfE&DofH(2014) Children and Families Act London, : The Stationery Office (TSO).
- IBO (January 2014) Programme standards and practices Cardiff : International Baccalaureate
- IBO (April 2009) The Diploma Programme: From principles into practice Cardiff : International Baccalaureate
- IBO (May 2009) Diploma Programme : Candidates with special assessment needs Cardiff : International Baccalaureate
- IBO (May 2013) Meeting student learning diversity in the classroom Cardiff : International Baccalaureate
- IBO (April 2008) Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programme Cardiff : International Baccalaureate
- IBO (August 2010) The Diploma Programme: General regulations: Diploma Programme For students and their legal guardians Cardiff : International Baccalaureate
- IBO (August 2014) Handbook of Procedures 2015 Cardiff : International Baccalaureate
- LEGGE (8 ottobre 2010) , n. 170 :*Nuove norme in materia di disturbi specifici di apprendimento in ambito scolastico.*

2. Terminology

2.1 The Education Act 1996 (England) and the SEND Revised Code of Practice 2014 state that:

'Children have special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for him or her'.

2.2 A learning difficulty means that the student either:

- has significantly greater difficulty in learning than the majority of students of the same age
- has a disability, which either prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

2.3 Special educational provision means educational provision which is additional to, or different from, the provision made generally for students of the same age in mainstream school.

3. Aims of this Policy

3.1 This policy describes the process by which Southlands International School identifies and supports students, especially those with special educational need(s) (referred to henceforth as SEN). Our aim is to promote successful inclusion of students, so that they maximise their educational progress and achievement and become confident and independent learners.

3.2 Specifically, our goals are to:

- identify students with SEN early.
- provide appropriate and timely intervention, using resources effectively.
- assess, record and monitor progress of students with SEN.
- work in partnership with the student, parents, other teachers and any outside specialists to ensure the effective implementation of this policy.

4. Roles and Responsibilities

4.1 The Special Education Needs and Learning Support Coordinator (referred to henceforth as the SENCO), with support from the school Principal and the Heads of the Senior and Primary sections and IBDP Coordinator, is responsible for coordinating the day to day provision of support for students, especially those with special educational need(s). The SENCO works closely with class teachers, support staff and specialists from outside the school, to help establish the most effective teaching approaches for pupils, especially those with special educational need(s) and enable them to reach their full potential. The SENCO works closely with the English as an Additional Language (EAL) Coordinator, particularly where pupils are found to need both SEN and EAL support.

4.2 Teachers working within the SEN Department work in conjunction with class and specialist teachers to support learners either in their mainstream classroom setting, in smaller groups or on a one-to-one basis.

4.3 The SENCO is responsible for ensuring effective use of strategies, interventions and resources for monitoring and evaluating the progress of students with SEN.

4.4 The Learning Support department consists of:

- Special Educational Needs Coordinator (SENCO)
- Learning support teacher

5. Process of SEN Provision

5.i Referral

5.i.1 Awareness of a student's special educational need(s) may arise in a number of ways:

- information given to the school by parents/guardians prior to school admission (please refer to the school's Admissions Policy).
- concern rising at a later stage by parents/guardians.
- teacher concern about a student's progress or behaviour, based on on-going observation or assessment within class.

5.i.2 Students of concern will be identified by subject teachers who will then raise concern with their Form Tutor / class teacher who will gather feedback from all other teachers. Using this evidence they then make a referral to the SEN Department via an SEN support request form filled in by the class teacher (Primary) / Form Tutor (Secondary).

5.i.3 When students are referred by teachers to the SEN Department, the class teacher (Primary) / Form Tutor (Secondary) will request permission from parents for the SEN Department to evaluate the child's needs. This will be accompanied by a consent form to be signed by the parents. Should there be a language difficulty the teacher should ask for translation assistance from the office.

5.ii Assessment

5.ii.1 Once a SEN support request form has been completed for a student by the class teacher / Form Tutor, the SENCO will observe the student and may carry out initial screening checklists or ask the relevant teacher(s) to do so. This may be followed by further diagnostic tests by the school's SEN Support Team to gain a better understanding of the student's learning needs. This will be carried out after consultation with and permission from the parents. It may lead to:

- a short term plan for class, to be reviewed at a specified time.
- addition of the student to the school's SEN register and provision of support by the SEN Support team.
- with parental consent, a referral to specialists outside the school may be made; e.g. Dyslexia Specialist, Speech and Language Therapists, Educational Psychologist.
- an application for access arrangements such as extra time.

5.iii Support

5.iii.1 Where appropriate, the SENCO will ensure an Individual Education Plan (IEP) is created, setting out specific targets, which are shared with parents and reviewed on a regular basis.

5.iii.2 Support will be planned in conjunction with the class or specialist teacher(s). This may be to reinforce prior learning, focus on key skills or be centred on addressing emotional or behavioural issues.

5.iii.3 Support may take place in small groups or on an individual basis, in or outside the classroom.

5.iii.4 Support may take the form of suggestions for teachers on devising effective teaching and differentiation strategies to be implemented in class.

5.iv Review

5.iv.1 Progress of students with SEN is under regular review, to ensure that the appropriate type and level of support is being provided. The SENCO uses various methods to track each student's progress, e.g.

- regular review of Support Plan / IEP targets.
- observation of student.
- regular liaison with class teacher / Form Tutor and, where necessary, specialist teacher(s).
- on-going assessment of student by SEN Support Team, either informal or formal.
- discussion with parents / guardians at regular intervals.

5.iv.4 Review of progress may lead to levels of support being increased or decreased as appropriate for the student's need(s).

5.iv.5 Where appropriate, permission from parents / guardians may be sought for referral to specialist services for assessment / advice.

5.iv.6 At the beginning of each academic year parents will be advised as to whether their child will continue to receive support from the learning support department. If at any point a student no longer requires ongoing support, parents will be informed, the student will be removed from the support register but their progress will continue to be monitored.

6. Admissions Arrangements

6.1 Refer to the school's Admissions Policy.

7. Allocation of Resources

7.1 The Special Educational Needs Department has an annual budget to be spent on resources which are used to support students with additional learning needs or to assess students who may have additional learning

needs. This budget is managed by the SENCO and is reviewed throughout the year to meet the changing needs of students under SEN provision.

8. Access to the Curriculum

8.1 Students with SEN spend most of their time with their peers in mainstream classes. In planning and teaching we aim to:

- provide suitable learning challenges.
- meet the students' diverse needs.

8.2 The SEN Support Team works closely with teachers to support students with SEN in whatever way is necessary to enable them to access curriculum and develop knowledge, understanding and skills. This may involve differentiated classwork, teaching, learning or behavioural strategies or alternative classroom organisation.

8.3 When a student is withdrawn from class to receive individual or group support, it is only after careful consideration. It is done in order to meet specific learning needs that cannot be met in class and the arrangement will be under constant review. This will only be done when parental approval has been sought and given. IBDP student support outside of the classroom will, where possible, take place in free points in the student timetable or Period Q.

8.4 Information about students with SEN will be shared with teachers across all departments as necessary (Including the Curriculum Coordinator for the Italian Programme). However, the support provided, and access arrangements applicable, will be informed by the SEND Revised Code of Practice for England and the relevant awarding exam board (Edexcel and IBO).

9. Access Arrangements – Public Examinations

9.1 The final decision regarding access arrangements and special dispensation rests with the appropriate examination board/body who make their judgements on a case by case basis. The school will facilitate this process by providing the necessary documentation. To enable this process, specialist assessment may be required within 2 years of the student sitting the public examinations. In this instance the cost will be borne by the family.

9.2 Please refer to the appropriate examination board/body for further information;

- INTERNATIONAL BACCALAUREATE: IBO (May 2009 updated August 2017) Candidates with assessment access requirements. Switzerland: International Baccalaureate

9.2.a.i Where a student is in receipt of individualized, planned support for inclusive access to the curriculum and assessment the SENCO will record evidence of these 'normal working practices'.

9.2.a.ii In conjunction with the IBDP Coordinator, the specific needs of the student will be evaluated one year prior to the student sitting their May session IB Diploma examinations. Findings will be communicated to legal guardians.

9.2.a.iii Where necessary tests are to be completed by external professionals a letter from the SENCO will be given to legal guardians outlining the need for further assessment and obtaining standardised scores in the appropriate areas.

9.2.a.iv The IBDP Coordinator will be responsible for applying for the specific access arrangements, agreed upon with the SENCO, attaching all relevant supporting documentation to the request no later than 6 months prior to the examination session (November 15th).

9.2.a.v On receipt of confirmation of inclusive access arrangements from the IBO the SENCO will send a letter to the legal guardian of the student.

- EDEXCEL: Form 8 - 'Application for access arrangements: Profile of learning difficulties'

9.2.b.i Where a student is in receipt of individualized, planned support for inclusive access to the curriculum and assessment the SENCO will record evidence of these 'normal working practices'.

9.2.b.ii In conjunction with the Head of Senior School, the specific needs of the student will be evaluated 10 months prior to the student sitting their Summer session iGCSE examinations. Findings will be communicated to legal guardians.

9.2.b.iii Where necessary tests are to be completed by external professionals, a letter from the SENCO will be given to legal guardians outlining the need for further assessment and obtaining standardised scores in the appropriate areas.

9.2.b.iv The SENCO will provide the necessary supporting documentation for the identified access arrangement, alongside the completed JCQ/AA/LD Form 8 to the Examinations Officer by January 31st.

9.2.b.v The Examination Officer will submit the application and inform the legal guardians on receipt of confirmation of access arrangements granted by JCQ.

9.3 Our school follows Section 4 of the IBO Candidates with Special Assessment Needs.

9.4 Access arrangements/dispensations for students following the Italian programme will be arranged by the Curriculum Coordinator for the Italian Programme in accordance with *Legge 170* and upon receipt of relevant medical certificates and recommendations.

10. Arrangements for In-Service Training

10.1 These include:

- Delivering in-service training to staff as requested by the Principal or Heads of school.
- SENCO's attendance at Rome International Schools Association (RISA) meetings and annual conference.
- SENCO's attendance and sharing of information at Key Stage staff meetings.
- Participation of SEN Support Team in induction of staff who are new to the school.

11. Working with Parents

11.1 A strong partnership with parents/guardians is essential in enabling students with SEN to achieve their potential. Southlands English School in Rome strives to work closely with parents/guardians, ensuring that they understand the school procedures and know how to access advice, support and information relating to their son or daughter. The SEN Support Team is frequently in contact with the parents of students on the SEN register, in addition to being available at Parent-Teacher conferences.

12. Review

12.1 This policy will be reviewed annually to ensure that procedures reflect the latest requirements determined by external examining bodies

KEY STAGE 3&4 (7-11): PERSONAL TECHNOLOGICAL DEVICES POLICY

Rationale

Personal technological devices such as tablets, laptops, mobile phones and smartwatches are now a feature of modern society and most of our students have these. Increasing sophistication of personal digital technology presents a number of issues:

- The high value of these devices
- The integration of cameras into these devices leads to potential child protection and data protection issues
- The potential to use these devices whilst on silent mode, e.g. for sending or receiving text messages

It is not realistic to prohibit these devices being brought to school, nor is it logistically possible to collect them each morning and return them in the afternoon. It is our policy to allow students to have a personal technological device with them in school under the conditions outlined in the policy below:

Policy

1. **During the entire school day from 08.50 until 17.00, phones and smartwatches MUST NOT BE USED for any purpose: to make or receive phone calls, to send or receive texts, to surf the Internet, to take photos or videos, etc. Other devices may only be used at the discretion of the subject teacher**
2. **During the entire school day until 17.00, phones and smartwatches must always be SWITCHED OFF (not on silent mode) and kept out of view.**
3. **If a pupil breaches these rules the phone or smartwatch will be confiscated and given to the Deputy Head of Senior School – Key Stage 3 (first offence) or Head of Senior School (second offence).**
4. **The student may collect his/her phone/smartwatch at the end of the school day.**
5. **Personal technological devices must NEVER be taken into examinations.**
6. **Students must NEVER film or take photos at school, unless it is as part of a lesson, and then only with specific permission from, and under the supervision of, the teacher in charge.**
7. **Any film or photos taken as part of a lesson must NEVER be made public and they must not be used privately without the consent of all participants and the consent of their parents (in the case where participants are under 18 years).**
8. **Southlands follows the age restrictions for social network platforms:**
 - 13+ Twitter, Facebook, Instagram, Pinterest, Google+, Tumblr, Reddit, Snapchat*
 - 13+ (with parents' permission) YouTube, Keep, Foursquare, WeChat, Kik, Flickr*
 - 14+ LinkedIn*
 - 16+ Whatsapp*
 - 17+ Vine*
 - 18+ Path*

This policy should be read in conjunction with the school's other policies in particular the Consistent Behaviour Management Policy.

Emergencies

If a student needs to contact his/her parents/guardians they will be allowed to use a school phone. If parents need to contact children urgently they should phone the school office and a message will be relayed promptly.

Responsibility for devices:

SCHOOL ACCEPTS NO RESPONSIBILITY WHATSOEVER FOR THEFT, LOSS, DAMAGE OR HEALTH EFFECTS (POTENTIAL OR ACTUAL) RELATING TO PERSONAL TECHNOLOGICAL DEVICES. It is the responsibility of parents and students to ensure devices are properly insured.

***Please sign and return the form at the back of this booklet by 13/09/2019 – Thank you.**

ACADEMY (10-13) : PERSONAL TECHNOLOGICAL DEVICES POLICY

Rationale

Personal technological devices such as tablets, laptops, mobile phones and smartwatches are now a feature of modern society and most of our students have them. Increasing sophistication of personal digital technology presents a number of issues:

- The high value of these devices
- The integration of cameras into these devices leads to potential child protection and data protection issues
- The potential to use these devices whilst on silent mode, e.g. for sending or receiving text messages

It is not realistic to prohibit these devices being brought to school, nor is it logistically possible to collect them each morning and return them in the afternoon. It is our policy to allow students to have a personal technological device with them in school under the conditions outlined in the policy below:

Policy

1. During the entire school day from 08.50 until 17.00, personal technological devices may be used only for a specific purpose linked to the lesson, and only with express permission of the supervising teacher.
2. During lessons, phones and smartwatches must always be on at least silent mode, no vibration and kept face down on the student's desk.
3. Academy students may be permitted to use phones with headphones to access music during their private study periods, but only with the express permission of the supervising teacher.
4. At break time/lunchtime, students may use their phones / smartwatches ONLY in their form rooms, not outside, in corridors, or hanging out of the window.
5. If a pupil breaches these rules the phone or smartwatch will be confiscated and given to the Deputy Head of Senior School – Key Stage 3 (first offence) or Head of Senior School (second offence).
6. The student may collect his/her phone/smartwatch at the end of the school day.
7. Personal technological devices must NEVER be taken into examinations.
8. Students must NEVER film or take photos at school, unless it is as part of a lesson, and then only with specific permission from, and under the supervision of, the teacher in charge.
9. Any film or photos taken as part of a lesson must NEVER be made public and they must not be used privately without the consent of all participants and the consent of their parents (in the case where participants are under 18 years).
10. Southlands follows the age restrictions for social network platforms:

13+ Twitter, Facebook, Instagram, Pinterest, Google+, Tumblr, Reddit, Snapchat

13+ (with parents' permission) YouTube, Keep, Foursquare, WeChat, Kik, Flickr

14+ LinkedIn

16+ Whatsapp

17+ Vine

18+ Path

This policy should be read in conjunction with the school's other policies in particular the Consistent Behaviour Management Policy.

Emergencies

If a student needs to contact his/her parents/guardians they will be allowed to use a school phone. If parents need to contact children urgently they should phone the school office and a message will be relayed promptly.

Responsibility for devices:

SCHOOL ACCEPTS NO RESPONSIBILITY WHATSOEVER FOR THEFT, LOSS, DAMAGE OR HEALTH EFFECTS (POTENTIAL OR ACTUAL) RELATING TO PERSONAL TECHNOLOGICAL DEVICES. It is the responsibility of parents and students to ensure devices are properly insured.

***Please sign and return the form at the back of this booklet by 13/09/2019 – Thank you.**

UNIFORM POLICY (Key Stage 3)

The students of Southlands wear a uniform, designed to enhance the sense of identity as part of a team, working together towards common goals and to maintain a smart, distinctive appearance representative of the school. The uniform is practical, and there are alternatives for the summer (September-October, May-June) and winter months (November-April). Wearing jewellery is not encouraged, although students may wear a watch and simple stud earrings; rings, necklaces, bangles, etc., are not allowed and will be confiscated. Make-up is not appropriate for school, and should not be worn. Long hair must be tied back during lessons and in the lunch room. Students must ensure that their shirts/blouses are tucked in.

Southlands Senior School students are responsible for wearing the correct uniform; valuable tutor time and teaching time can be lost when the teachers have to challenge students who are improperly dressed, and this is an unnecessary distraction from lessons which can easily be avoided. In certain circumstances, the student must be removed from the lesson in order to telephone home and wait in the school office for a parent to bring the correct clothes. Please help us to avoid this scenario: encourage your child to be responsible and follow these guidelines.

Summer Uniform (September to October & May to June) depending on weather

GIRLS	BOYS
Navy/White T-shirt with collar and school insignia	Navy/White T-shirt with collar and school insignia
White shirt with collar (tucked in)	White shirt with collar (tucked in)
School tie – knotted between the 1 st and 2 nd shirt button	School tie – knotted between the 1 st and 2 nd shirt button
Navy, knee length skirt or navy Bermuda shorts (not denim or sports shorts)	Navy Bermuda shorts (not denim or sports shorts)
Sensible white shoes/trainers (no slip-on/backless styles)	Sensible white shoes/trainers (no slip-on/backless styles)

Winter Uniform (November to April) depending on weather

GIRLS	BOYS
Navy/White T-shirt with collar and school insignia	Navy/White T-shirt with collar and school insignia
White shirt with collar (tucked in)	White shirt with collar (tucked in)
School tie – knotted between the 1 st and 2 nd shirt button	School tie – knotted between the 1 st and 2 nd shirt button
Navy trousers (not jeans or sportswear)	Navy trousers (not jeans or sportswear)
Navy cardigan/pullover/gilet	Navy cardigan/pullover/gilet
Navy/black/white socks or navy/black/white/flesh tights	Navy/black/white socks
Sensible black shoes/trainers (no slip-on/backless styles)	Sensible black shoes/trainers (no slip-on/backless styles)

Sports (PE) Uniform

School tracksuit	Trainers
White turtle neck top	School swimming costume/ trunks
White/royal blue summer sports T-shirt	School swimming cap
White socks	School towelling robe
Plain coloured leggings (Dance)	Black or white slippers (Drama/Dance)
Navy school fleece/hoodie	Poolside flip-flops (Swimming)
Towel	

Please note:

1. Although students may wear a watch and simple stud earrings, wearing jewellery is not encouraged. Rings, necklaces, bangles, etc., are not allowed and will be confiscated.
2. Make-up is not appropriate for school, and should not be worn.
3. Long hair must be tied back during lessons and in the lunch room.
4. Outdoor clothing – coats, jackets, hooded tops etc. – should be removed in the classroom.
5. Shirts and blouses must be tucked in.

Non-uniform days

On dedicated non-uniform days, students may choose what to wear. However, it should always be appropriate for the school/work context e.g. no mini-skirts, very short shorts, ripped clothing or T-shirts with offensive slogans.

In the event that a student is not wearing the correct school uniform

1. First incidence – teacher/ tutor speaks to student and requests to see student wearing correct uniform the next day
2. Second incidence – the student will complete a uniform reflection sheet with the form tutor and a copy will be given to the Deputy Head of Senior School. Those missing ties will be given one to wear (Deputy Head of Senior School which they must sign for and return the next day.
3. Third incidence – the student will be sent to Deputy Head of Senior School. They will fill in a second “uniform reflection sheet”. Those missing ties will be given one to wear which they must sign for and return the next day together with a letter of apology which is also signed by the parent. Other incorrect uniform items – the student writes a letter of apology, also signed by the parent.
4. Fourth incidence – the student will be sent to the Deputy Head of Senior School. In addition to the above, a letter will be sent home with a return slip to be signed by the parent. The student must report to Head of Senior School the next day in correct uniform, with the signed return slip.

Should the problem persist:

We would hope that a Southlands student would not reach the final stage of this process. However, the school reserves the right to withdraw a student from class for serious non-compliance with the uniform policy. Parents will be asked to collect their child and to ensure the correct uniform is worn before the student is allowed to return.

***Please sign and return the form at the back of this booklet by 13/09/2019 – Thank you.**

DRESS CODE FOR SOUTHLANDS ACADEMY: YEAR 10, 11 & 12

As members of Southlands Academy, our older students enjoy certain privileges, and are expected to set a positive example for younger pupils. As an additional privilege for these students, there is a dress code for Year 10 and above, devised by the students themselves, and designed to maintain a sensible, responsible image in school. Our goal is to provide guidelines which have a degree of flexibility and allow for individuality, yet maintain the smart, distinctive appearance synonymous with Southlands students.

SUMMER (May-June & September-October) depending on weather

Girls	Boys
Black/white/charcoal grey T- shirt with collar (no slogans or large logos)	Black/white/charcoal grey T- shirt with collar (no slogans or large logos)
White shirt with collar (tucked in)	White shirt with collar (tucked in)
Black/grey/red tie knotted between the 1 st and 2 nd shirt button	Black/grey/red tie knotted between the 1 st and 2 nd shirt button
Black Bermuda shorts, black/grey/navy knee length skirt or lightweight trousers (no denim, sport shorts or leggings)	Black Bermuda shorts or black/grey/navy lightweight trousers (no denim or sport shorts)
Sensible black/brown/white shoes, trainers or sandals (no slip-on/backless styles)	Sensible black/brown/white shoes, trainers or sandals (no slip-on/backless styles)

WINTER (November-April) depending on weather

Girls	Boys
Black/white/charcoal grey T- shirt with collar (no slogans or large logos)	Black/white/charcoal grey T- shirt with collar (no slogans or large logos)
White shirt with collar (tucked in)	White shirt with collar (tucked in)
Black/grey/red tie knotted between the 1 st and 2 nd shirt button	Black/grey/red tie knotted between the 1 st and 2 nd shirt button
Black/grey/navy knee length skirt or trousers (no denim, sport shorts or leggings)	Black/grey/navy trousers (no denim or sport shorts)
Smart plain black/white/grey pullover, cardigan, gilet or fleece	Smart plain black/white/grey pullover, cardigan, gilet or fleece
Sensible black/brown shoes, trainers or boots	Sensible black/brown shoes, trainers or boots

Please note:

- Although students may wear a watch and simple stud earrings, wearing jewellery is not encouraged. Make-up is not appropriate for school, and is not encouraged.
- Long hair should be tied back during lessons and in the lunch room.
- Outdoor clothing – coats, jackets, hooded tops etc – should be removed in the classroom.
- On dedicated non-uniform days, students may choose what to wear. However, it should always be appropriate for the school/work context eg no mini-skirts, very short shorts, ripped clothing or T-shirts with offensive slogans.
- Shirts and blouses must be tucked in.

***Please sign and return the form at the back of this booklet by 13/09/2019 – Thank you.**

TRANSPORTATION POLICY (INCLUDING ESCHILO 2)

Southlands is happy to provide a transport service to Eschilo 2 (a local sports centre) and a door-to-door home or pick-up point bus service for our students. All children in Years 7 & 9 attend Physical Education lessons at Eschilo 2.

Students that sign up for Eschilo 2 for extra curricular activities will have the possibility of being transported for free from Southlands to Eschilo (prior to availability) at 15.30 with the school's buses on the day the course will be held. Kindly remember that Eschilo 2 is the main organiser of the courses and all queries or requests should be communicated to them first. Please note that we have **50 seats available** each day on the school buses and as availability is limited, places will be allocated on a first come first serve basis. Latecomers will be placed on a waiting list.

Parents are asked to note that:

1. All variations in the daily or ad hoc use of the bus service must be communicated only to the school office. Please do not leave messages with your bus monitor.
2. Variations for the morning service should be communicated before 2pm on the day preceding the change. Our office opens at 7.30am should you find there is an urgent message to convey. Variations for the afternoon service on any given day should be communicated before 2pm of that same day.
3. If someone other than the usual person is at home waiting for your child, please inform the office. The bus monitor is not authorised to leave a child with a person we have not been informed of.
4. If, on the home-bound journey, there is a delay due to heavy traffic etc, the bus driver will inform the office and we will do our utmost to inform you of the late arrival of your child.

Whilst on the bus, students are expected to:

1. remain seated throughout the journey
2. wear their seat-belt at all times
3. be punctual for the morning pick-up: punctuality is essential
4. show respect to the Bus Monitor and Driver
5. show respect to other students on the bus

Furthermore, students should not:

1. eat on the bus
2. litter the bus
3. participate in any wilful damage

The above requirements are for the safety and well-being of all our students. Any breach of these requirements will lead to the following sanctions:

1. verbal warning for student
2. written warning sent to parent
3. 1 day suspension from the bus
4. 3 day suspension from the bus
5. 5 day suspension from the bus
6. permanent suspension of bus use.

***Please sign and return the form at the back of this booklet by 13/09/2019 – Thank you.**

Policies, Procedures & Standards

Southlands Student Email Policy

ICT Office, Building C, 3rd floor

Scope

This Email Policy has been developed in response to the acknowledged need for standards and guidelines describing the acceptable use of the Southlands' email and related services and facilities.

The Email Policy provides guidance about acceptable use, for the purpose of sending and receiving email messages and attachments, of any ICT facilities, including hardware, software and networks, provided by Southlands. The Policy also describes the standards that users are expected to observe when using these facilities for email, and ensures that users are aware of the legal consequences attached to inappropriate use of these facilities.

This Policy is applicable to Southlands' students and their parents.

Standards of acceptable use

The ICT facilities for email provided by Southlands International School is exclusively for school-related business.

ICT facilities for email provided by Southlands should not be used:

- for personal use, as specified below.
- for transmission of unsolicited commercial or advertising material, chain letters, press releases, or other junk email of any kind, to other users, user organisations, or organisations connected to other networks, other than where that material is embedded within, or is otherwise part of, a service to which the member of the user organization has chosen to subscribe.
- For the transmission to a third party of confidential material concerning the activities of Southlands International School.
- For the transmission of material such that this infringes the copyright of another person or organisation, including intellectual property rights.
- For activities that disrupt the work of other users.
- For the creation or transmission (other than for properly supervised or lawful research purposes) of any offensive, obscene, defamatory or indecent images or material.
- For the creation or transmission of material that is abusive or threatening to others, or serves to harass or bully others.
- For the creation or transmission of material that either discriminates or encourages discrimination on racial or ethnic grounds, or on grounds of gender, sexual orientation, marital status, disability, political or religious beliefs, and nationality. Southlands is committed to fostering a learning and working environment free of discrimination where everyone is treated with dignity and respect.
- For activities that violate the privacy of other people.
- For publishing to others the text of messages written on a one-to-one basis, without the prior express and consent and prior express instruction of the author.
- For the creation or transmission of material which brings Southlands Srl and its activities into disrepute.

Southlands will exercise its discretion in judging reasonable bounds within the above standards for acceptability of material transmitted by email.

Southlands regards the declaration of standards, as described above, to be particularly important and vital to Southlands activities. They reflect the values and beliefs of Southlands srl.

Preventing the spread of malicious software (viruses, trojans, worms, etc)

Users of Southlands ICT facilities must take all reasonable steps to prevent the receipt and the transmission by email of malicious software, e.g. computer viruses, trojans, worms, etc. In particular, users:

- must not transmit by email any file attachments which they know to be infected with a virus
- must ensure that an effective anti-virus system is operating on any computer which they use to access Southlands ICT email system.
- must not open file attachments received from unsolicited or untrusted sources.

Personal use

The ICT facilities for email provided by Southlands International School is exclusively for school-related business such as curriculum enhancement, research, and other instructional purposes. Email activities must be consistent with this purpose; hence, personal use of Southlands' email is not allowed.

Privacy and legal issues

Students are obliged to use email in a responsible, effective and lawful manner. Although by its nature email seems to be less formal than other written communication the same laws apply. It is important that users are aware of the legal risks of email.

Furthermore, emails can easily enter the public domain. It is for this reason that electronic mail messages should not contain any confidential information or any material that infringes the intellectual property rights of a third party.

Maintenance

Be aware that your account quota is limited to 100MB of space. Please follow the following guidelines to make sure you never run out of space.

- Delete any email messages that you do not need to keep a copy of, automatically empty your “deleted items” on closing.
- All emails should be deleted once they are no longer needed.

Any request for technical assistance related to email, such as lost email password, has to be made via the Form Tutor to the ICT “helpdesk” for the Technology Officer.

Availability

This service, hence access to Southlands' email, will be provided until the end of the academic year, or when a student withdraws from the school. However Southlands Srl reserves the right to suspend or terminate the service in case of any violation of this policy.

Notes

This email policy is subject to modifications in response to changes in technology services and needs.

ACCEPTANCE FORM

Student

I the undersigned, do hereby acknowledge that I have read and understood the terms and conditions of the **Southlands' Students Email Policy**, ratified on 15th September 2015. I understand that my account may be terminated if do not comply with these terms.

Your Name: _____

Please indicate your full name in capitals

Form: _____

Date /

Signature: _____

Parent

I, the undersigned, do hereby acknowledge that my son/daughter received an email account from Southlands International School exclusively for school-related business.

I acknowledge that I have read and understood the terms and conditions of the **Southlands' Students Email Policy**, ratified on 15th September 2015. I understand that my son/daughter's account may be terminated if do not comply with these terms.

Your Name: _____

Please indicate your full name in capitals

Date /

Signature: _____

This policy will be reviewed annually to account for advances in technology and policy changes.

Any questions, concerns or interpretations of this policy not covered in this document will be resolved at the discretion of Southlands srl Administration and the Technology Officer.

***Please sign and return this page of this booklet by 13/09/2019 – Thank you.**

LEARNING SUPPORT DEPARTMENTS (Year 1 to Year 13)

The Learning Support Department at Southlands School provides supplementary and complementary teaching for students who need additional help to reach their full potential. Support may be on an individual or group basis and may take place inside or outside the classroom. Students may be supported by the EAL (English as an Additional Language) team, the SEN (Special Educational Needs) team, or both. Parents are always welcome to make appointments to talk to the support staff about their child's progress. Students who received support (EAL or SEN) in the previous year may continue depending upon their teacher's assessment.

EAL TEAM

When a student's difficulties are primarily due to English being an additional language, support may be provided by the EAL (English as an Additional Language) team. During EAL lessons students will have extra opportunities to practise reading, writing, listening and speaking in English. They will be helped to improve their vocabulary, grammar and sentence structure. The EAL teacher is:

Mrs Sonia Gray (EAL Coordinator, EAL Teacher for Senior School)

Mrs Simona Marturano (EAL Teachers for Primary School)

SEN TEAM

When a student has difficulties that are not entirely due to limited knowledge of English, this will be discussed with the parents and the student may be assessed and supported by the SEN (Special Educational Needs) team. The nature of the support will depend on the exact needs of the student but may include help with phonics, handwriting, literacy, numeracy or study skills. The teachers are:

Miss Chanita Watson (SEN Coordinator)

Mrs Caroline Thorp (SEN Teacher)

ENTRY & EXIT PROCEDURES AND TRANSPORT ARRANGEMENTS

We all share the same objectives with reference the safety and security of the children and students in our care. In view of this, we have drawn up some helpful guidelines which we are confident you will find useful regarding the morning entry and afternoon exit procedures; these measures will assist in helping us to help you and vice versa.

We ask the children to behave on the school buses for their own safety, any discipline problems will be dealt with severely. A Transportation Policy (at the back of this booklet) is issued to all parents using the bus service. Good communication between parents and the Front Desk is especially vital for the smooth running of this important handover and we hope that the "Frequently Asked Questions" will respond to your queries.

FREQUENTLY ASKED QUESTIONS

1) Can I drop my child off before school starts?

Yes. We have 2 services that cater for early arrivals. The first is Morning Breakfast (payment required) where children are dropped off with a teacher from 07.30-08.15 and are served breakfast. The second service runs from 08.15-08.50 where later arrivals join the Morning Breakfast club and may wait for free with a teacher till the start of the school day. When the 08.50 bell rings, children in Nursery and Reception are taken to class and older children go by themselves. Senior students who do not go to Breakfast Club will be unsupervised until 08.50

2) My child usually rides the bus but today he/she is not coming to school or I will be bringing him/her... what should I do?

If it is a scheduled absence you can call the Front Desk secretaries (06 5053932 ext. 9) several days in advance. If the absence is on the day, please telephone and speak to the operator or leave a message.

3) My child will arrive at school after 09.00 ... what should I do?

Phone the Front Desk secretaries with as much advance notice as possible; the secretaries will inform the Class Teacher. When you do arrive at school with your child please ensure he/she passes by the Front Desk to register or better still please pass by the Front Desk yourself. This is important for transport, lunch issues and more importantly for health and safety.

4) Can I collect my child during the school day (e.g. dental appointment)?

Yes, however, we ask that this be done only when it is *absolutely* necessary. Please inform the Front Desk (06 5053932 ext. 9) the day beforehand and the Class Teacher will be notified. To ensure this service runs smoothly it is insufficient to inform the Teacher and/or Bus Monitor. If you find out on the day itself that you need to collect your child, please let the secretaries know with as much advance notice as possible. The secretaries will inform the Class Teacher who will ensure your child is ready for you to collect at the scheduled time in the office. Kindly refrain from notifying the school with e.g. 15 minutes notice as this creates disruption in the classroom and logistical difficulties.

5) I collected my child during the school day but he/she can now return... what should I do?

If, for example, you collected your child due to a dental appointment and he/she is fit enough to return to school, kindly phone the Front Desk (06 5053932 ext. 9). When you do effectively arrive at school with your child please ensure he/she passes by the Front Desk to register or better still please pass by the Front Desk yourself. This is important for transport, lunch issues and more importantly for health and safety.

6) I know I should be punctual and collect my child at 15.25, but today I have a real emergency and may be late... what should I do?

We appreciate and understand that on rare occasions emergencies arise. The school day ends at 15.25 and this is the time when pupils must be collected. Parents who collect their children at 15.25 are asked to leave their cars in the school car park, and enter by the car park gate. This gate is opened at 15.25 only, for the safety of the children. However, if you are running late please inform the Front Desk (06 5053932 ext. 9). The secretaries will try to notify the Class Teacher who will keep your child till 15.45

7) My child usually rides the bus home, goes to Eschilo 2 or has another bus arrangement, but today he/she will be collected from school... what should I do?

Inform the Front Desk before 14.00.

SENIOR SCHOOL LIBRARY

Each student at Southlands has automatic membership of the Senior School library, which contains a wide range of fiction, non-fiction books, magazines as well as access to online databases such as Britannica, JSTOR, etc. Library resources are organised and part of our online library catalogue. To ensure that they are up to date and relevant all teachers are involved in the purchasing of the library resources.

Students are encouraged to use the library as their information source and for their study time. The school librarian is a full-time specialist supporting students and teachers in their teaching-learning process.

At the beginning of each school year students are issued textbooks in the library which they keep until the end of the current school year.

ABSENCE / TRAVEL

Absences: Please notify the school in advance if your son or daughter will be arriving late, or will be collected early, for any reason. When an absence of a few days is necessary, please advise us in writing as early as possible.

Please do not send your child to school if he or she is unwell, both for the sake of their own comfort, and to prevent infecting others. You should let the school know the reason for any unscheduled absence by telephoning, preferably on the first day of absence. For further information, please refer to the Information From The Nurse at the back of this booklet.

Sickness and accidents in school: It is essential that we have up to date telephone numbers where you, or a substitute, may be contacted in the event of an emergency. Please inform the school office if you change your address or telephone contact numbers.

Insurance: In the event of an accident on the school premises, students are covered by the school's insurance policy. Parents may contact the school office for further details.

EXTRA CURRICULAR SERVICES (Reception – Year 13)

We are pleased to inform you that the Morning Breakfast Club (07:30-08:50) and Homework Club (15:45-16:45) will be held this year. Please come to the School Office for further information or to enrol. In addition, all other after school courses will commence, as always, in mid-September. Please ask in the office for further information.

CAR PARK

Parents who collect students at 15.25 are asked to leave their cars in the school car park, and to enter by the car park gate. This gate is opened at 15.25 only, for the safety of all students. Students who wish to park at school must seek written permission from school and obtain a parking permit.

PLEASE DO NOT COLLECT YOUR CHILD BEFORE 15.25 UNLESS IT IS ABSOLUTELY NECESSARY AND ARRANGEMENTS HAVE BEEN MADE WITH THE SCHOOL OFFICE BEFOREHAND.

May we take this opportunity to inform you that the access beyond the barrier on Via Teleclide is restricted to deliveries and visitors only. All of our families should use the car park in Via Epaminonda in the morning and afternoon. Please ensure you drive slowly in the school grounds. Avoid dropping off your children in the No Parking area since this blocks the entrance. As a safety measure, we encourage all parents, and Academy students, to display the car pass on their dashboard; new coloured passes are issued each year.

In the event of technical problems with the normal school telephone lines and you are unable to contact the school, please be aware of the mobile telephone number: 347 519 5795. Thank you in advance for your co-operation in making our school a safe place.

INFORMATION FROM THE NURSE - Nursery to Year 13

Dear Parents,

We hope you have had a good start to the school year, and we would like to take this opportunity to introduce ourselves to all newcomers. As the School Nurses, we would like to outline several procedures we follow for the health and well-being of your children for the next school year:

- When your child feels ill in class or hurts himself/herself during the day, he/she is accompanied to our office for a check-up. We will take care of the problem and parents are informed if any further action is required, so that they may decide what form this should take. Please ensure that we have up-to-date telephone numbers for you, or any substitute that may be contacted in case of an emergency. We will call you from the school's main phone **(06 5053932 / 06 50917192)** or from the Nurses' mobile **(338 4190445)**.
- Please ensure that we have your child's up-to-date medical record and inform us of any changes in his/her health status including vaccinations, diets and allergies.
- All mandatory vaccination records must be given to the nurse before the first day of school.
- Please note that also this year with our collaboration the school doctor will perform an annual check-up for Nursery, Reception, Year 1, Year 4 and Year 7. The Year 7s will be screened for scoliosis and have a vision check-up. If there is anything to follow up a letter with the results will be sent to you. If there is anything to follow up a letter with the results will be sent to you.
- It is important that you notify us as soon as your child is diagnosed as having a contagious disease. Please do not wait until your child is due to return to school. We subsequently inform all class parents in writing, so that they can recognise any eventual symptoms of the disease.
- After an absence due to illness for more than 7 days, (weekend included) and following any contagious disease, Italian law requires that children are not to be re-admitted to school without a doctor's certificate, stating that the child is in good health again. Please send this on your child's first day back at school and give it to the Nurse or Office. If, for any reason, you do not have a certificate, please contact us.
- **Should it be strictly necessary for your child to receive medication during the course of the day, this should be delivered to us, clearly labelled and with the medication request form fully completed (enclosed). Please attach your doctor's prescription to the enclosed form. Without the doctor's prescription, the medication request form is not valid and we are not allowed to administer any medicine. Thank you for your co-operation.**
- Please remember that children play outside everyday, except when it is raining. Please do not request that your child stays inside because he/she isn't feeling well. If your child is well enough to come to school, he/she should be well enough to go outside.
- **If you have taken your child to the "Pronto Soccorso" or Hospital for any reason during school term time, please let us know so that we can continue to monitor your child's health at school.**

Please follow these guidelines to help you decide whether your child is well enough to attend school or not:

SYMPTOM **KEEP CHILD HOME UNTIL ...**

Fever:	there is no fever for 24 hours
Runny nose:	thick yellow or green discharge clears up
Sore throat:	a doctor determines the cause and that no strep infection exists and the throat is healed
Cough:	no presence of cold, fever or flu symptoms. If coughing exhausts the child or disrupts the class, keep the child at home
Earache:	a doctor examines the ears and recommends the child returns to school, or if there has been no pain for 24 hours
Rash:	a doctor determines the cause and recommends the child returns to school
Red or watery eyes:	eyes return to normal or child is already using a medication prescribed by a doctor for at least 24 hours
Upset stomach or diarrhoea:	no further problem exists and the child is eating normally without experiencing an upset stomach or diarrhoea
Head-lice:	child has been treated and school nurse has been informed

As you may know, we have been running a campaign against head lice over the last few years. The method advised is wet-combing conditioned hair with a special lice-comb. Please check your child's hair regularly and inform us if you find any lice or eggs so that the entire class will be checked. Only with the collaboration of parents will we be able to combat them. We are available to give you any further information.

SOUTHLANDS FOOD POLICY

- The school provides a very well balanced diet for your children. Therefore, parents are requested not to bring in any food from home for their children to eat, with the exception of Birthday Parties and special events.
- If your child has any **special dietary requirements (allergy, food intolerance or a special diet) please complete the section on your child's health record and inform the Nurse.** We also request that you bring in a letter from your child's doctor or dietician stating the special requirements.
- The Nurse compiles a list of children with special diets which is given to the kitchen and your child's class teacher. It is important that you inform us immediately of any changes to your child's diet so that we can ensure they are given the correct diet.
- We are aware that allergies and special diets may change, and appreciate being kept up to date. Please contact the Nurse directly.
- Birthdays and special events at school: If you bring any food from home to share with your child's class, we ask that you only bring in shop-bought products with a list of all ingredients. Please note that we will not accept any home-made food. The kitchen staff will only accept birthday cakes with a list of the ingredients and receipt of purchase indicating day and time of purchase (as per HACCP regulations).

If your child has a very restricted diet it may be wise for you to bring in some food that you know is within his/her dietary requirements.

Yours sincerely



Lanny van Triet
School Nurse



Diana Spadaccini
School Nurse

INFORMAZIONI DALL' INFERMIERA - Nursery a Year 13

Cari genitori,

Ci auguriamo che abbiate avuto un buon inizio di anno scolastico, e vorremmo approfittare di questa occasione per presentarci a tutti i nuovi arrivati. Come Infermiere, vorremmo delineare diverse procedure che seguiamo per la salute e il benessere dei vostri figli per il prossimo anno scolastico:

- Quando il bambino si sente male in classe o si fa male durante la giornata, viene accompagnato al nostro ufficio per un controllo. Ci occuperemo del problema e i genitori vengono informati se sono necessarie ulteriori azioni, in modo tale che essi possono decidere quale forma essa dovrebbe assumere. Assicuratevi di averci fornito i numeri di telefono aggiornati (anche quelli delle persone da contattare in caso di emergenza) cosichè possiamo contattarli in ogni caso. Vi chiameremo dal telefono principale della scuola (**06 5053932 / 06 50917192**) o dal cellulare (**338 4190445**).
- Assicuratevi che la scheda di salute del vostro bambino sia costantemente aggiornata e informateci nel caso in cui ci sia qualsiasi cambiamento nel suo stato di salute, vaccinazioni, diete ed allergie.
- Tutte le vaccinazioni obbligatorie per legge devono essere consegnate all'infermiera prima dell'inizio dell'anno scolastico.
- Si noti che anche quest'anno con la nostra collaborazione il medico scolastico eseguirà un check-up annuale per la Nursery, Reception, Year 1, Year 4 e Year 7. La Year 7 verrà controllata per la scoliosi e avrà un controllo della vista. I risultati saranno inviati solo nel caso in cui ci siano dei valori da monitorare.
- È importante che ci informiate non appena al bambino viene diagnosticata una malattia contagiosa. Si prega di non aspettare che il vostro bambino sia tornato a scuola. Di conseguenza, noi informiamo tutti i genitori della classe per iscritto, in modo da poter riconoscere eventuali sintomi della malattia.
- Dopo un periodo di assenza per malattia per più di 7 giorni (inclusi fine settimana) e dopo ogni malattia contagiosa, la legge italiana richiede che i bambini non possono essere riammessi a scuola senza un certificato medico, attestante che il bambino è in buona salute. Si prega di inviare questo il primo giorno che il bambino torna a scuola e consegnarlo all'Infermiera o all'Office. Se, per qualsiasi motivo, non si dispone di un certificato, non esitate a contattarci.
- **Qualora fosse strettamente necessario per il vostro bambino di ricevere farmaci nel corso della giornata, questi devono essere consegnati a noi, e chiaramente etichettati con il modulo di richiesta debitamente compilato (allegato). Si prega di allegare la prescrizione del vostro medico per il modulo allegato. Senza la prescrizione del medico, il modulo di richiesta farmaco non è valido e non ci è permesso di somministrare alcun farmaco. Grazie per la collaborazione.**
- Si ricorda che i bambini giocano all'aperto tutti i giorni, tranne quando piove. Si prega di non richiedere che il vostro bambino rimanga dentro, perché non si sente bene. Se il bambino sta abbastanza bene per venire a scuola, dovrebbe essere in grado di giocare all'esterno.
- **Se avete portato il vostro bambino all'Ospedale o "Pronto Soccorso", per qualsiasi motivo durante i trimestri scolastici, vi preghiamo d'informarci in modo tale che possiamo continuare a monitorare la salute del bambino a scuola.**

Si prega di seguire queste linee guida per aiutarvi a decidere se il vostro bambino sta abbastanza bene per venire a scuola o no:

<u>Sintomo</u>	Tenere bambino/a a casa fino a
Febbre:	non vi è febbre per 24 ore
Naso che cola:	scarica spesso di colore giallo o verde schiarisce
Mal di gola:	un medico determina la causa e che nessuna infezione da streptococco esiste e la gola è guarita
Tosse:	nessuna presenza di sintomi del raffreddore, febbre o influenza. In caso di tosse il bambino si stanca o disturba la classe: tenere il bambino a casa
Mal d'orecchio:	un medico esamina le orecchie e raccomanda che il bambino torni a scuola, se non vi è stato alcun dolore per 24 ore
Eruzione cutanea:	un medico determina la causa e raccomanda che il bambino torni a scuola
Occhi rossi o lacrimazione:	occhi tornano normali o il bambino utilizza un farmaco prescritto da un medico per almeno 24 ore
Mal di stomaco, diarrea:	problema non esiste più e il bambino sta mangiando normalmente, senza sintomi di mal di stomaco o diarrea
Pidocchi:	bambino è stato trattato e l'infermiera della scuola è stata informata

Come forse saprete, abbiamo una campagna contro i pidocchi nel corso degli ultimi anni. Il metodo consigliato è pettinare i capelli già bagnati con balsamo con uno speciale pettine. Si prega di controllare i capelli del vostro bambino regolarmente e di comunicarci se trovate qualche pidocchio o uova in modo che l'intera classe possa essere controllata. Solo con la collaborazione dei genitori saremo in grado di combatterli. Siamo a disposizione per fornirvi ulteriori informazioni.

DIETE E ALIMENTAZIONE A SOUTHLANDS

- La scuola offre agli studenti una dieta molto ben bilanciata. Ai genitori viene pertanto richiesto di non portare da casa del cibo, ad eccezione delle occasioni speciali e delle feste di compleanno.
- Se Vostro figlio ha delle particolari esigenze alimentari, per esempio per motivi di allergia o di intolleranza o se segue una speciale dieta, Vi preghiamo di riempire la relativa sezione della scheda della salute e di informare l'infermiera.
- I genitori devono portare anche un certificato del medico o del dietologo che attesti la necessità di speciali richieste alimentari.
- L'infermiera prepara per la cucina e per l'insegnante di classe una lista dei ragazzi che seguono diete particolari. Per questo è molto importante che i genitori diano tempestiva comunicazione alla scuola riguardante qualsiasi cambiamento nella dieta dei loro figli.
- Sappiamo bene che le allergie e le diete possono cambiare, per questo Vi preghiamo di tenerci sempre al corrente e di chiamare direttamente l'infermiera.
- Compleanni ed eventi speciali: se portate del cibo da casa da condividere con la classe, vi chiediamo gentilmente di portare esclusivamente prodotti comprati in negozio muniti di lista degli ingredienti. Il personale della cucina accetterà soltanto torte di compleanno con lista completa degli ingredienti e scontrino fiscale (come da normativa HACCP). Non saranno accettate torte fatte in casa. Se Vostro figlio ha particolari esigenze alimentari, sarebbe opportuno portare direttamente da casa cibi e alimenti consentiti.

Grazie per la gentile collaborazione. Se avete problemi o domande, non esitate a contattarci a scuola o in infermeria. Ci auguriamo che i vostri figli potranno godere il loro tempo a Southlands.

(Years 7-13) CONSISTENT BEHAVIOUR MANAGEMENT POLICY

All students are expected to comply with the requirements of the school's discipline and behaviour policy within both the English and Italian Curricula. Thank you for taking the time to complete and return this page.

***Please read the following carefully, then sign and return this page to the appropriate form tutor by 13th September 2019.**

1. Punctuality is a priority.
2. Every effort must be made to speak English in school whenever possible, particularly in lessons. Italian in the Italian lessons.
3. Students should bring the correct books and equipment to each lesson.
4. Homework should be neat, legible and handed in by the deadline
5. Correct school uniform/dress code is obligatory.
6. Long hair must be tied back during lessons and in the dining room
7. Make-up is not allowed; students may wear a watch and stud earrings, but other jewellery will be confiscated.
8. Mobile (cellular) telephones will be **TURNED OFF AND OUT OF SIGHT** throughout the school day, from 8:30 until 17.00.
9. Good manners are expected at all times: in the classroom, in the dining room, on the bus, during break, between lessons, on excursions, etc.
10. Anti-social behaviour, such as racism, sexism, insolence, rudeness or bad manners, will not be tolerated.
11. Everyone at Southlands has a right to be safe.
12. Everyone at Southlands has a right to be treated with fairness and respect.
13. Everyone at Southlands has a right to learn.

Notice of Removal

The Principal reserves the right to require the removal of any student at any time if, in his opinion, it is necessary in the interests of either the school or the student. No remission of fees will be granted for the remainder of the term during which the student has been suspended or removed.

Mod. 8.5P/17 Rev 1 del 28/05/2018
PARTE B

***Please sign and return this page to school by 13/09/2019– Thank you.**

I have read and agree to comply with Southlands School Consistent Behaviour Management Policy.

Student name Tutor Group

Student signature

Parent signature Date

(To be collected by form tutors at the beginning of the school year September 2019)

KEY STAGE 3 & 4 (7-11) PERSONAL TECHNOLOGICAL DEVICES POLICY

All students are expected to conform to the school's Key Stage 3 & 4 Personal Technological Devices Policy.

***Please read the following carefully, and then sign and return this page by 13/9/19**

1. **During the entire school day from 08.30 until 17.00, phones and smartwatches MUST NOT BE USED for any purpose: to make or receive phone calls, to send or receive texts, to surf the Internet, to take photos or videos, etc. Other devices may only be used at the discretion of the subject teacher.**
2. **During the entire school day until 17.00, phones and smartwatches must always be SWITCHED OFF (not on silent mode) and kept out of view.**
3. **If a pupil breaches these rules the phone or smartwatch will be confiscated and given to the Deputy Head of Senior School (first offence) or Head of Senior School (second offence).**
4. **The student may collect his/her phone/smartwatch at the end of the school day.**
5. **Personal technological devices must NEVER be taken into examinations.**
6. **Students must NEVER film or take photos at school, unless it is as part of a lesson, and then only with specific permission from, and under the supervision of, the teacher in charge.**
7. **Any film or photos taken as part of a lesson must NEVER be made public and they must not be used privately without the consent of all participants and the consent of their parents (in the case where participants are under 18 years).**
8. **Southlands follows the age restrictions for social network platforms:**

13+ Twitter, Facebook, Instagram, Pinterest, Google+, Tumblr, Reddit, Snapchat

13+ (with parents' permission) YouTube, Keep, Foursquare, WeChat, Kik, Flickr

14+ LinkedIn

16+ Whatsapp

17+ Vine

18+ Path

This policy should be read in conjunction with the school's other policies in particular the Consistent Behaviour Policy.

Emergencies

If a student needs to contact his/her parents/guardians they will be allowed to use a school phone. If parents need to contact children urgently they should phone the school office and a message will be relayed promptly.

Responsibility for devices:

SCHOOL ACCEPTS NO RESPONSIBILITY **WHATSOEVER** FOR THEFT, LOSS, DAMAGE OR HEALTH EFFECTS (POTENTIAL OR ACTUAL) RELATING TO PERSONAL TECHNOLOGICAL DEVICES.

It is the responsibility of parents and students to ensure devices are properly insured.

***Please sign and return this page to school by 13/09/2019– Thank you.**

I have read and agree to comply with Southlands Key Stage 3 Personal Technological Devices Policy.

Student name Tutor Group

Student signature

Parent signature Date.

(To be collected by form tutors at the beginning of the school year September 2019)

(Years 7-13) TRANSPORTATION POLICY
(INCLUDING ESCHILO 2 during school time)

Southlands is happy to provide a transport service to Eschilo 2 (a local sports centre) and a door-to-door home or pick-up point bus service for our students. All children in Years 7 & 9 attend Physical Education lessons at Eschilo 2.

Students that sign up for Eschilo 2 for extra curricular activities will have the possibility of being transported for free from Southlands to Eschilo (prior to availability) at 15.30 with the school's buses on the day the course will be held. Kindly remember that Eschilo 2 is the main organiser of the courses and all queries or requests should be communicated to them first. Please note that we have **50 seats available** each day on the school buses and as availability is limited, places will be allocated on a first come first serve basis. Latecomers will be placed on a waiting list.

Parents are asked to note that:

1. All variations in the daily or ad hoc use of the bus service must be communicated only to the school office. Please do not leave messages with your bus monitor.
2. Variations for the morning service should be communicated before 2pm on the day preceding the change. Our office opens at 7.30am should you find there is an urgent message to convey. Variations for the afternoon service on any given day should be communicated before 2pm of that same day.
3. If someone other than the usual person is at home waiting for your child, please inform the office. The bus monitor is not authorised to leave a child with a person we have not been informed of.
4. If, on the home-bound journey, there is a delay due to heavy traffic etc, the bus driver will inform the office and we will do our utmost to inform you of the late arrival of your child.

Whilst on the bus, students are expected to:

1. remain seated throughout the journey
2. wear their seat-belt at all times
3. be punctual for the morning pick-up: punctuality is essential
4. show respect to the Bus Monitor and Driver
5. show respect to other students on the bus

**TRANSPORT / ESCHILO
POLICY**

**THIS IS NOT A BOOKING
FORM FOR AFTER
SCHOOL ESCHILO 2
ACTIVITIES**

Furthermore, students should not:

1. eat on the bus
2. litter the bus
3. participate in any wilful damage

The above requirements are for the safety and well-being of all our students. Any breach of these requirements will lead to the following sanctions:

1. verbal warning for student
2. written warning sent to parent
3. 1 day suspension from the bus
4. 3 day suspension from the bus
5. 5 day suspension from the bus
6. permanent suspension of bus use.

***Please sign and return this page to school by 13/09/2019 – Thank you.**

I have read and agree to comply with Southlands Transportation Policy.

Student name Tutor Group

Student signature

Parent signature Date.

(To be collected by form tutors at the beginning of the school year September 2019)

KEY STAGE 3 (Years 7-9) UNIFORM POLICY

Southlands Senior School students are responsible for wearing the correct uniform.

- Jewellery:** Jewellery is not encouraged in school, although students may wear a watch and simple stud earrings; rings, necklaces, bangles, etc., are not allowed and **WILL BE CONFISCATED**.
- Make –up:** Make-up is not appropriate for school, and should not be worn.
- Hair:** Long hair must be tied back during lessons and in the lunch room.
- Outdoor cloths:** Coats, jackets, hooded tops etc – should be removed in the classroom.
- Non-Uniform:** On dedicated non-uniform days, students may choose what to wear. However, it should always be appropriate for the school/work context eg no mini-skirts, very short shorts, ripped clothing or T-shirts with offensive slogans

Summer Uniform (September to October & May to June) depending on weather

GIRLS	BOYS
Navy/White T-shirt with collar and school insignia White shirt with collar (tucked in) School tie – knotted between the 1 st and 2 nd shirt button Navy, knee length skirt or navy Bermuda shorts (not denim or sports shorts) Sensible white shoes/trainers (no slip-on/backless styles)	Navy/White T-shirt with collar and school insignia White shirt with collar (tucked in) School tie – knotted between the 1 st and 2 nd shirt button Navy Bermuda shorts (not denim or sports shorts) Sensible white shoes/trainers (no slip-on/backless styles)

Winter Uniform (November to April) depending on weather

GIRLS	BOYS
Navy/White T-shirt with collar and school insignia White shirt with collar (tucked in) School tie – knotted between the 1 st and 2 nd shirt button Navy trousers (not jeans or sportswear) Navy cardigan/pullover/gilet Navy/black/white socks or navy/black/white/flesh tights Sensible black shoes/trainers (no slip-on/backless styles)	Navy/White T-shirt with collar and school insignia White shirt with collar (tucked in) School tie – knotted between the 1 st and 2 nd shirt button Navy trousers (not jeans or sportswear) Navy cardigan/pullover/gilet Navy/black/white socks Sensible black shoes/trainers (no slip-on/ backless styles)

Sports (PE) Uniform

- | | |
|--|---------------------------------------|
| School tracksuit | Trainers |
| White turtle neck top | School swimming costume/ trunks |
| White/royal blue summer sports T-shirt | School swimming cap |
| White socks | School towelling robe |
| Plain coloured leggings (Dance) | Black or white slippers (Drama/Dance) |
| Navy school fleece/hoodie | Poolside flip-flops (Swimming) |
| Towel | |

***Please sign and return this page to school by 13/09/2019 – Thank you.**

I have read and agree to comply with Southlands School Uniform Policy.

Student name Tutor Group

Student signature

Parent signature Date.

(To be collected by form tutors at the beginning of the school year September 2019)

ACADEMY (Years 10-12) DRESS CODE POLICY

Southlands Academy students are responsible for wearing the correct dress code.

- Jewellery:** Jewellery is not encouraged in school, although students may wear a watch and simple stud earrings; rings, necklaces, bangles, etc., are not allowed and **WILL BE CONFISCATED**.
- Make –up:** Make-up is not appropriate for school, and should not be worn.
- Hair:** Long hair must be tied back during lessons and in the lunch room.
- Outdoor cloths:** Coats, jackets, hooded tops etc – should be removed in the classroom.
- Non-Uniform:** On dedicated non-uniform days, students may choose what to wear. However, it should always be appropriate for the school/work context eg no mini-skirts, very short shorts, ripped clothing or T-shirts with offensive slogans

SUMMER (May-June & September-October) depending on weather

Girls	Boys
Black/white/charcoal grey T- shirt with collar (no slogans or large logos) White shirt with collar (tucked in) Black/grey/red tie knotted between the 1 st and 2 nd shirt button Black Bermuda shorts, black/grey/navy knee length skirt or lightweight trousers (no denim, sport shorts or leggings) Sensible black/brown/white shoes, trainers or sandals (no slip-on/backless styles)	Black/white/charcoal grey T- shirt with collar (no slogans or large logos) White shirt with collar (tucked in) Black/grey/red tie knotted between the 1 st and 2 nd shirt button Black Bermuda shorts or black/grey/navy lightweight trousers (no denim or sport shorts) Sensible black/brown/white shoes, trainers or sandals (no slip-on/backless styles)

WINTER (November-April) depending on weather

Girls	Boys
Black/white/charcoal grey T- shirt with collar (no slogans or large logos) White shirt with collar (tucked in) Black/grey/red tie knotted between the 1 st and 2 nd shirt button Black/grey/navy knee length skirt or trousers (no denim, sport shorts or leggings) Smart plain black/white/grey pullover, cardigan, gilet or fleece Sensible black/brown shoes, trainers or boots	Black/white/charcoal grey T- shirt with collar (no slogans or large logos) White shirt with collar (tucked in) Black/grey/red tie knotted between the 1 st and 2 nd shirt button Black/grey/navy trousers (no denim or sport shorts) Smart plain black/white/grey pullover, cardigan, gilet or fleece Sensible black/brown shoes, trainers or boots

***Please sign and return this page to school by 13/09/19– Thank you.**

I have read and agree to comply with Southlands Academy Dress Code Policy.

Student name Tutor Group

Student signature

Parent signature Date.....

(To be collected by form tutors at the beginning of the school year September 2019)

SENIOR SCHOOL EXTENDED CURRICULUM EXPERIENCES POLICY (DAY TRIP, OFF-SITE ACTIVITIES & RESIDENTIALS)

PLEASE READ THESE RULES AND REGULATIONS WITH YOUR SON/DAUGHTER, THEN SIGN AND RETURN THIS FORM TO SCHOOL.

Extended curriculum experiences compliment our Senior School curriculum, and as such, we expect students to adhere to the same social and academic rules, behaviour and standards which are required in school: appropriate and respectful behaviour towards everyone at all times.

In particular we would like to highlight to students, and their parents/guardians, the following essential rules and regulations which are by no means exhaustive:

- It is completely forbidden to smoke, drink any form of alcohol, possess and/or use illegal drugs, as well as undertake any action prohibited under the local law of the visiting place.
- It is completely forbidden to cause damage to people, animals, things, environments and structures at all point on the visits.
- Students must have a correct and respectful behaviour towards, each other, teachers and any other person with whom they come into contact.
- Students must strictly observe any meeting times set and be punctual to the meeting point as determined by the teachers. We insist that students never go off alone or leave the main group on their own for any reason whatsoever.
- On overnight visits, bed times will be decided by the teachers and must be adhered to. Lights out is the signal that all students are expected to settle down quietly in their rooms, without disturbing those around them, and remain in their own rooms until morning call.
- Mobile (cellular) phones and other electronic devices (e.g. iPods, electronic games, etc.) are only allowed at certain times during the day, but must be switched off and may be collected in at bed time. They will be returned to students at morning call. Naturally, the misuse of these items may result in them being confiscated. Students are personally responsible for any items that they choose to bring.
- Students will be able to call home at appropriate and convenient times during the day. To avoid calling at an inopportune moment, we recommend the following times for parents who wish to telephone: between 7.30-8.am (local time). and 7-8pm (local time).
- Students are to travel in school uniform/dress code, or appropriate clothes (for overnight visits). Comfortable clothes and sensible shoes are required, and we insist on no inappropriate logos on clothing, high heels, short skirts or bare midriffs during the visit.

Teachers, who are acting in loco parentis, will use their professionalism, knowledge and discretion to organise activities, groups and allocate rooms (on overnight visits).

When appropriate, a list of essential items will be provided which will be attached to individual trip letters.

Any misbehaviour will be dealt with immediately, with school sanctions applied. This may result in parents being asked to collect their child from the visit. Any additional expenses incurred here are at the responsibility of the parent/guardian.

***Please sign and return this page to school by 13/09/2019 – Thank you.**

I have read and agree to comply with Southlands Extended Curriculum Experiences Policy.

Student name Tutor Group

Student signature

Parent signature Date.

(To be collected by form tutors at the beginning of the school year September 2019)

WHOLE SCHOOL ACADEMIC HONESTY POLICY (Years 7-13)

What would constitute a breach of academic honesty?

Students, parents and teachers are frequently confused about what would constitute a breach of academic honesty. Academic honesty is acting with integrity in all your school work by making sure all your work is your own and not copied from either friends, books or the internet. Academic dishonesty is therefore defined as submitting as your own work that which is not your own.

There are occasions (e.g. in language B group orals, science labs / practicals) when group work is entirely desirable and acceptable. This is legitimate collaboration. In such a case, each student involved should play a distinct part so that it can be clearly seen how her or his contribution differs from that of others in the group. Any written work presented must be individual. One student cannot do the writing for another.

All kinds of cheating are academically dishonest and they come under three broad terms.

- **Malpractice** - gaining an unfair advantage in any class, homework assignment or examination.
Examples of this could be unauthorised help from friends, parents, siblings, tutors. Using within examinations electronic aids (mobile phones, tablets, electronic dictionaries and the like) or any other items prohibited under the rules of the examining authority.
- **Collusion** - when a candidate knowingly allows her or his work to be copied and/or handed in by another student.
- **Plagiarism** is the act of presenting another's words and ideas as one's own without crediting the source - this includes information taken from books, journals, magazines, television and the internet. This includes paraphrasing material or an original idea without properly acknowledging the source.

In addition to the above, the falsification of documents and/or signatures will be treated as academic dishonesty.

Roles and Responsibilities

Teachers are responsible for encouraging students from entry to the school in year 7, to accept responsibility for their own work and acknowledge that practices such as "cut/copy and paste" constitute copying and as such must be discouraged.

Teachers have a collective responsibility to ensure that as our students progress through school they become conversant with the concept of academic honesty and of the various forms that cheating can take.

Teachers are required to monitor and ensure the application of specific standards and requirements set out by the examining bodies in relation to coursework, controlled assessment, extended essays and projects that students undertake as part of their GCSE, or post-16 studies.

The Examinations Officer at Southlands is responsible for the implementation of regulations and procedures pertaining to public examinations held at Southlands on behalf of the QCA/JCQ and UK-based examination boards. A summary of the policy will be sent out to all parents and carers of students at the commencement of Year 9, 10 and 12. With regard to the International Baccalaureate Diploma examinations, the Southlands Examinations Officer will have responsibility for the implementation of regulations and practices in conjunction with the International Baccalaureate Diploma Coordinator.

The students of Southlands will, through the process of teaching and learning, develop initially a sense of awareness and then through practice become responsible for ensuring the originality of their own work. The submission of work by our students to their teacher is an admission on the part of the student that their work is their own and has been produced independently.

How do we educate students about academic honesty?

PSHCE programme

- session on plagiarism associated with controlled assessment and/or essay briefing
- session on citation and referencing
- information on school and examination bodies rules given out at mock examinations briefing and final examinations briefing

Information on the student intranet:

- A Student's Guide to Academic Expectations (main points on our Academic Honesty Policy)
- A Student's Guide to Coursework, Controlled Assessment and Examinations
- A Student's Guide to Citation, Referencing and Plagiarism
- This Academic Honesty policy
- JCQ Information for Candidates on Controlled Assessment, Coursework, Onscreen test, Privacy Notice, Social Media, Written Exams
- QCA Coursework - a Parent's Guide
- General regulations: IB Diploma Programme (For students and their legal guardians)

Monitoring

The school subscribes to the practice of close monitoring by teachers of students' work particularly where that work is a part of assessed work for an educational or some such qualification. Southlands uses systems developed by "Turnitin.com". Student coursework, controlled assessment, projects or extended essays produced specifically as part of GCSE or post-16 courses may be checked using these monitoring systems in order that the school may be reassured as to the integrity of the work produced.

The emphasis of Southlands' policy is on prevention, and on students learning the appropriate skills of correctly referencing work. As an international school, we are aware that students come from a variety of cultural backgrounds, and it may take them time to understand this policy. This is not to say that plagiarism is tolerated. However, it may be that in the first instance the student is handed back work and asked to reference it properly. Any student attempting malpractice, collusion and plagiarism, may after investigation into the circumstances, face the penalties outlined.

- 1st Offence: It may be that in the first instance the student is handed back work and asked to reference it properly.
- 2nd Offence: A "fail" for the work (which must be repeated), a report to the Principal, Head of Senior School, and in the case of IB Diploma students to the IB Coordinator, a meeting with and letter sent home to parents. The student's name will be shared with the teaching staff of the school and a record made upon the student's file.
- 3rd Offence: Each of the consequences of the first offence, plus a two-day exclusion and the consequences attached to that.
- Continued offences: The student may face the cancellation of examination entry/entries and/or exclusion from Southlands. [Y2]

Mod. 8.5P/17 Rev 1 del 28/05/2018

PARTE B

***Please sign and return this page to school by 13/09/2019 – Thank you.**

I have read and agree to comply with Southlands Academic Honesty Policy.

Student name Tutor Group

Student signature

Parent signature Date.

(To be collected by form tutors at the beginning of the school year September 2019)

ACCEPTANCE FORM_[Y3]

Student

I the undersigned, do hereby acknowledge that I have read and understood the terms and conditions of the **Southlands' Students Email Policy**, ratified on 15th September 2015. I understand that my account may be terminated if do not comply with these terms.

Your Name: _____

Please indicate your full name in capitals

Form: _____

Date /

Signature: _____

Parent

I, the undersigned, do hereby acknowledge that my son/daughter received an email account from Southlands International School exclusively for school-related business.

I acknowledge that I have read and understood the terms and conditions of the **Southlands' Students Email Policy**, ratified on 15th September 2015. I understand that my son/daughter's account may be terminated if do not comply with these terms.

Your Name: _____

Please indicate your full name in capitals

Date /

Signature: _____

This policy will be reviewed annually to account for advances in technology and policy changes.

Any questions, concerns or interpretations of this policy not covered in this document will be resolved at the discretion of Southlands srl Administration and the Technology Officer.

***Please sign and return this page of this booklet by 13/09/2019– Thank you.**



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