



GIGGLESWICK
SCHOOL

The Giggleswick Diploma





The Giggleswick Diploma

The start of the new academic year in 2021 sees the first phase of the launch of our new Giggleswick Diploma. This leaflet explains why we have created the Diploma, what is included, its various levels and how pupils will be credited for their work across the curriculum.

Views on what a good education should include have been debated over centuries. As a school we probably feel closest to that expressed by Plutarch, (and often misattributed to others), that education should not be about filling a vessel but igniting a flame. The key is providing the opportunity for the flame to ignite.

At the centre of what we do is the young person and our role is to kindle a lifelong love of learning. But this is also contextualised within our growing recognition of the importance of individual wellbeing, that education should not be purely transactional (something that has to be done), and that notions of 'success' can be interpreted differently by each person.

The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education

MARTIN LUTHER KING JR

The mind is not a vessel to be filled but a fire to be kindled

PLUTARCH

I have never let my schooling interfere with my education

MARK TWAIN



Therefore we have articulated our view of what education should mean in our mission at Giggleswick:

To support every child in their lifelong journey of learning so that they have the skills to lead fulfilling lives and make a valued contribution to society.

This means we place the young person at the heart of everything that we do. We recognise that learning happens at different paces for each person and that we need to ensure that each one has the skills necessary to take their own learning forward. Crucially, it is not about success as judged by others but more about finding a sense of fulfilment.

To achieve this at Giggleswick we believe that learning needs to happen both inside and outside the classroom and that is why our curriculum is deliberately broad and rich in opportunities. We encourage our pupils to involve themselves in all curriculum areas in order to build skills that will enable them to lead fulfilling lives and make a valued contribution to society.

Ultimately, we want all pupils to buy in fully to our core values of Ambition, Participation and Respect. This means adding value by going outside their comfort zones and being ambitious with each learning experience, throwing themselves into all activities and subjects, even if it doesn't come naturally. And finally, learning to recognise and value their learning experience that ensures the growth of self-confidence.



The Diploma

To deliver this we have developed the Giggleswick Diploma. This aims to capture our pupils' participation in the whole curriculum.



The numbers on the diagram represent the weighting we will give the relevant area within the curriculum.

Pupils will score points for their efforts in the classroom (attitude to learning) and their academic progress against their targets.

In addition, pupils will be rewarded for the co-curriculum which we have split into four categories: Creative, Active, Service and Enrichment.

Creative: includes Drama, Music, Art and Design

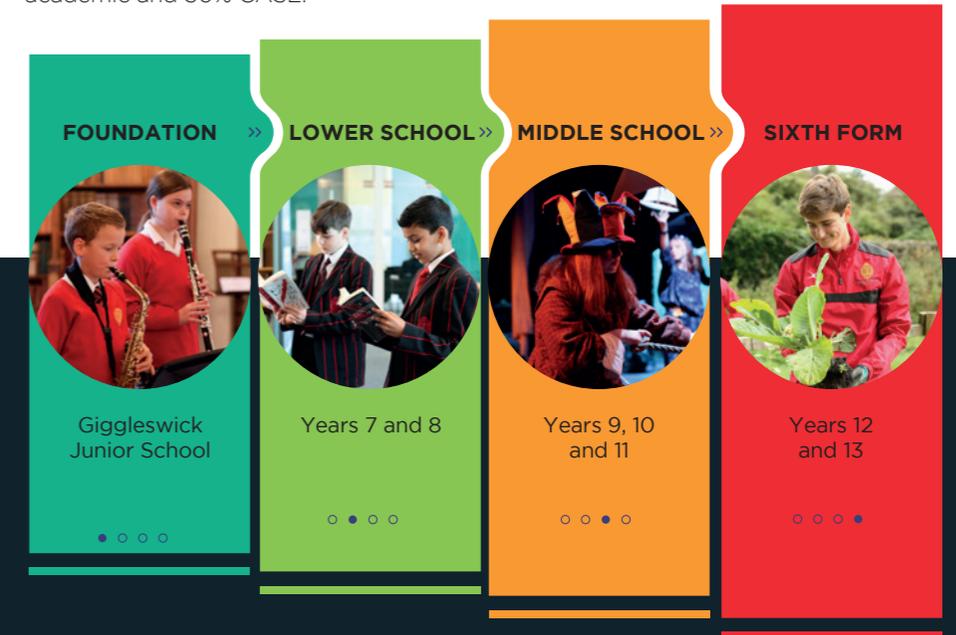
Active: includes Sport and Outdoor Pursuits

Service: includes CCF, DoE and volunteering

Enrichment: includes clubs and societies in school as well as commitments beyond school

Diploma stage

There are four stages in the Diploma and the award will be based upon a weighting of 70% academic and 30% CASE.



Diploma levels of achievement

Within each Diploma stage there will be three levels of achievement depending upon how well the pupil scores across the Academic and CASE:

Distinction awarded for achieving 85% of the total diploma score

Merit awarded for 70% of the total diploma score

Pass awarded for 50% of the total diploma score

A maximum of five points will be awarded based upon the 'attitude to learning' scores in each Pupil Progress Report (PPR).

A maximum of two points will be awarded at each assessment point. Assessment points are internal assessments where we measure pupil attainment against their minimum target grades (often pupils will be unaware that these assessments are taking place, to reduce stress upon them).

Over two years, each pupil could achieve a maximum score of 70 for academic effort and achievement. A maximum of 30 points will be available for CASE.

	Max total points	Number in a year	Total points /year	Total points / course
PPR	5	5	25	50
Assessment point	2	5	10	20
CASE	Allocation across all four areas			30
Total diploma points				100



How will CASE be scored?

CASE will be divided into an equal allocation of points between the four areas. To be awarded points we are looking for regular positive participation and commitment to each activity. This might take the form of representing the school in a team, playing in a music ensemble or taking part in a school production. To score the higher marks in CASE we expect to see a willingness to lead, to take exams, e.g Music grades, Speech and Drama grades, or to perform outside school to a high level (county representation).

Exactly how the marks will be awarded in each area will be made clear to the pupils at the start of the year. By way of example, the award of Creative marks for the Middle Diploma is as follows:



MIDDLE (YEARS 9-11)					
	Creatives (Drama)		Creatives (Music)		Points
PASS	Effective contribution to CASE units	Involvement in at least one performance as part of the Year 9/10 CAS unit Embarking upon an Arts Award Speech & Drama lessons and qualifications	Effective contribution to CASE units	Involvement in at least one performance as part of the Year 9/10 CASE unit Embarking upon an Arts Award qualification Individual music lessons and qualifications	1-2
MERIT	Good contribution to the Year 9/10 or Senior School production	Regular attendance at rehearsals during co-curricular activities Embarking upon an Arts Award qualification Speech & Drama lessons and qualifications Auditioning for the National Youth Theatre	Good contribution to a school concert/event as an ensemble member or in a supporting role or as a solo performer	Additional participation will include regular attendance at rehearsals and regular attendance at individual music lessons Embarking upon an Arts Award qualification Auditioning for a county or national youth music ensemble	3-4
DISTINCTION	Excellent contribution to the Year 9/10 or Senior School production in a principal/technical/support role	Attendance at all rehearsals during co-curricular activities and at weekends Embarking upon an Arts Award or gaining Bronze level qualifications Speech & Drama lessons and qualifications Acceptance into the National Youth Theatre	Excellent contribution to a school concert/event as an ensemble member or solo performer (might include leadership role)	Additional participation must include attendance at all rehearsals during co-curricular activities and at weekends, as required, and attendance at all individual music lessons Embarking upon an Arts Award qualification Gaining acceptance into a county or national youth music ensemble	5





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The contents of this publication are correct at the time of printing, however, changes may be made in due course for educational or other reasons.

