



# ST GEORGE'S ACADEMY

# PROSPECTUS 2014 – 2015

Aiming High to Achieve Excellence for All  
in a  
World Class Academy



# Index

|  |         |
|--|---------|
| Welcome to St George's Academy               | Page 4  |
| St George's Academy Trustees and Governors   | Page 4  |
| Our Mission                                  | Page 5  |
| Our Values                                   | Page 6  |
| Our Aims                                     | Page 6  |
| Our Sites                                    | Page 7  |
| Teaching and Learning:                       |         |
| Key Stage 3 – Years 7-9                      | Page 8  |
| Key Stage 4 – Years 10-11                    | Page 8  |
| Key Stage 5 – Years 12-14                    | Page 9  |
| Homework                                     | Page 10 |
| Extra Curricular Activities                  | Page 10 |
| Assessment Policy                            | Page 11 |
| Details of Routes Taken by Students Y11      | Page 11 |
| Details of Routes Taken by Students Y13      | Page 11 |
| Careers                                      | Page 12 |
| Work Related Learning                        | Page 12 |
| Libraries at St George's Academy             | Page 12 |
| Special Educational Needs                    | Page 13 |
| Able, Gifted and Talented Provision          | Page 14 |
| Equal Opportunities Policy                   | Page 15 |
| Disability Statement                         | Page 15 |
| Academy Behaviour Policy                     | Page 15 |
| Home School Agreement                        | Page 16 |
| Expected Conduct                             | Page 17 |
| Pastoral Arrangements                        | Page 17 |
| Transition Arrangements                      | Page 18 |
| Admissions                                   | Page 18 |
| Number of Places Available                   | Page 18 |
| Admissions Policy 2014                       | Page 19 |
| Academy Day                                  | Page 28 |
| Attendance                                   | Page 28 |
| Rates of Authorised and Unauthorised Absence | Page 28 |
| Academy Uniform                              | Page 29 |
| Sixth Form Dress Code                        | Page 32 |
| Examination Results 2013                     | Page 33 |
| Academy Dates and Holidays 2014-2015         | Page 41 |
| Parents' Evenings                            | Page 42 |
| Policies                                     | Page 42 |
| Our Curriculum Subjects                      | Page 43 |
| Site Maps:                                   |         |
| Sleaford site                                | Page 65 |
| Ruskington site                              | Page 66 |

# Alphabetical Index

|  |         |
|--|---------|
| Welcome to St George's Academy               | Page 4  |
| St George's Academy Trustees and Governors   | Page 4  |
| Our Mission                                  | Page 5  |
| Our Values                                   | Page 6  |
| Our Aims                                     | Page 6  |
| Our Sites                                    | Page 7  |
|  |         |
| Able, Gifted and Talented Provision          | Page 14 |
| Academy Behaviour Policy                     | Page 15 |
| Academy Dates and Holidays 2014-2015         | Page 41 |
| Academy Day                                  | Page 28 |
| Academy Uniform                              | Page 29 |
| Admissions                                   | Page 18 |
| Admissions Policy 2014                       | Page 19 |
| Assessment Policy                            | Page 11 |
| Attendance                                   | Page 28 |
| Careers                                      | Page 12 |
| Details of Routes Taken by Students Y11      | Page 11 |
| Details of Routes Taken by Students Y13      | Page 11 |
| Disability Statement                         | Page 15 |
| Equal Opportunities Policy                   | Page 15 |
| Examination Results 2013                     | Page 33 |
| Expected Conduct                             | Page 17 |
| Extra Curricular Activities                  | Page 10 |
| Home School Agreement                        | Page 16 |
| Homework                                     | Page 10 |
| Libraries at St George's Academy             | Page 12 |
| Number of Places Available                   | Page 18 |
| Our Curriculum Subjects                      | Page 43 |
| Parents' Evenings                            | Page 42 |
| Pastoral Arrangements                        | Page 17 |
| Policies                                     | Page 42 |
| Rates of Authorised and Unauthorised Absence | Page 28 |
| Site Maps                                    |         |
| Sleaford site                                | Page 65 |
| Ruskington site                              | Page 66 |
| Sixth Form Dress Code                        | Page 32 |
| Special Educational Needs                    | Page 13 |
| Teaching and Learning:                       |         |
| Key Stage 3 – Years 7-9                      | Page 8  |
| Key Stage 4 – Years 10-11                    | Page 8  |
| Key Stage 5 – Years 12-14                    | Page 9  |
| Transition Arrangements                      | Page 18 |
| Work Related Learning                        | Page 12 |

# Welcome

## to St George's Academy



St George's Academy is an 11-18, mixed, specialist Maths and Computing Academy of 2263 students (including 400 in the sixth form), serving the town of Sleaford and the surrounding rural area in Lincolnshire. The Academy has a main site in Sleaford with a smaller site in the village of Ruskington. The Academy opened in January 2010 following the successful partnership of the predecessor school, St George's College of Technology, with two, small, rural secondary schools. As St George's Academy we will continue our relentless work to improve student achievement and so give our students the life chances they deserve.

*We hope that you will find our Prospectus comprehensive, but please do not hesitate to contact the Academy if you have any queries or require further information. Our web site will also keep you up to date with all Academy events. [www.st-georges-academy.org](http://www.st-georges-academy.org)*

## St George's Academy Trustees and Governors

A very warm welcome from the Trustees and Governors of St George's Academy. The Trustees, Governors and staff are all dedicated to providing a world class education for the students and see the partnership with parents as vital to achieving this aim.

### Trustees

Mr G Arnold  
Mr R Burrell  
Mrs S Harvey  
Mrs B Hitchcock  
Mr S Oliver

### Governors

Mr W Birks  
Mrs J Harman  
Rev C Pennock  
Cllr S Tweedale  
Mr N Whitton  
Parent (Vacancy)

Clerk to Governors: Mrs M Holwell – Tel: 01529 302487

# Our Mission








St George's Academy has a mission to provide a world class education for all students. We strive to work in partnership with parents and the local community to prepare students to take an active and positive role in a technological society. We wish to develop innovative and effective teaching and learning methods that encourage the students to strive for excellence: the very best each individual can achieve. There will be a relentless focus on high standards, particularly in literacy, numeracy and computing. Supporting our rural community, we will work on a hub and spoke model to ensure all students can access the full range of options. We aim to provide a world class education for all of the children in the area.

The Academy has a mission summary statement:










**“Aiming High”**  
**to achieve**  
**“Excellence for All”**  
**In a**  
**“World Class Academy”**

Our mission summary statement indicates what the Academy would like to achieve. We want the Academy staff and students to have high expectations: to aim high. Gifted students will be stretched; all students will be motivated by the choice of vocational and academic subjects on offer. In an education age, it is important that the expectation is for all students to give of their best and to expect to be educated throughout their lives. The Academy wants to achieve an excellent education for all of its students: only the very best practice will serve to equip students for a rapidly changing world. We are preparing students for the future: to play an active and positive role in a technological society. We are looking to develop innovative and effective teaching and learning methods so that our students will leave the Academy equipped to play a productive role in their community. By involving other schools and the wider community in the work being undertaken at St George's, the Academy will become a focal point for education and training.

# Our Values

-  Aiming high in every aspect of Academy life. The Academy values high aspirations: we expect students to be aiming high in all that they do and expect the staff to have high expectations of the students.
-  Care for all members of our community, both inside and outside of the Academy.
-  Enterprise and a willingness to take risks in preparing students to be successful as they leave school.
-  Hard work by students, staff and parents.
-  Partnership: working with other institutions gives the greatest opportunities for students in the area.
-  Self-discipline and a willingness to accept responsibility for actions taken.
-  The worth of all young people, regardless of ability, race, religion, sex or social standing.

# Our Aims

-  We expect all our students to be AIMING HIGH and to facilitate this we seek to create a secure, lively and outward looking community, continuously developing for the benefit of all its members. In the context of our Academy community and regardless of gender, race or religion, we aim:-
-  To encourage all students to develop intellectually, physically, emotionally, morally and spiritually and in so doing evolve lively enquiring minds.
-  To encourage in all our students self-awareness, independence, self-discipline and appreciation of achievement.
-  To encourage all our students to seek to achieve an excellent standard in all that they do.
-  To encourage in all students an awareness of their responsibility to society through being able to establish good relationships with their peers and behaviour which is acceptable whatever situations occur.
-  To work in partnership with parents, businesses and the local community to prepare students to take a responsible and active role within a technological society.
-  To utilise a wide range of technology to enhance the learning experience of each and every one of our students.
-  To develop simultaneously vocational and academic routes in order to prepare students for the challenges that lie ahead in their adult lives.
-  To encourage an understanding of the aesthetic, artistic and cultural features of our own and other societies.

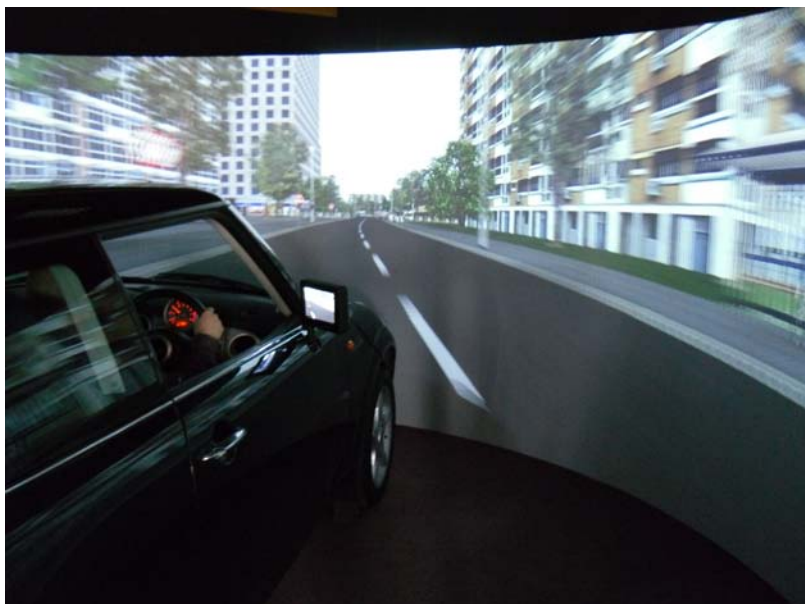
# St George's Academy will have a relentless focus on four key areas:

- 🚩 An outstanding classroom experience to raise achievement across all Key Stages
- 🚩 The development of Core Skills and Personal Standards
- 🚩 Improving Sixth Form Performance
- 🚩 The development of our specialist areas

## Our Sites

The main site in Sleaford is situated in 30 acres of parkland and contains excellent facilities: a 12 laboratory science block, two sports halls, a fitness centre, drama studio, Construction Centre and the Brealey Languages Centre. All the classrooms contain Interactive White Boards, allowing students to engage in the latest teaching and learning strategies. As part of the on-going refurbishment of the Academy, for the 21<sup>st</sup> century, a new hall and Library has been built, surrounded by Sixth Form learning spaces. The computing and ICT faculty has moved into purpose built accommodation offering the latest technology in 6 suites.

An Innovation Centre has been developed to allow students to investigate uses of technology, including a full-size car simulator. The English Department, Humanities Department and Science Department have gained additional classrooms.



Our new full-size car simulator

Our site at Ruskington has been completely rebuilt and provides outstanding accommodation.

The Academy has an ICT Network linking the two sites and giving all students access to the same high quality resources. Students may also access these facilities remotely 24/7.

# Teaching and Learning

St George's Academy offers a fully comprehensive, balanced education for students aged 11 to 19.

As an Academy, St George's delivers the National Curriculum with particular emphasis on Mathematics and Computing.

St George's Academy is proud of its very high teaching and learning standards in the classroom; in addition, students develop their own study skills by working independently in one of the Academy's Libraries or in one of the main computer rooms.

In Years 7 to 11, students' progress is monitored regularly by awarding termly attainment and effort grades which are used for target setting. Every year, parents receive a comprehensive written report. Students are set by ability and follow differentiated programmes of study.

In addition to the regular timetabled lessons we organise several special days on which students can focus on individual subjects and learn in even greater depth. ILID days (Innovative Learning and Immersion Days) will take place 4 times next year. The regular timetable is suspended on those days and students follow a different programme of learning opportunities. In addition we have 2 Achievement in Maths and English (AIME) days on which we focus on the importance of Maths and English across all subjects and we have a Sports Day/Project Day in July.

There are numerous other opportunities for students to develop a greater depth and understanding outside normal lessons, including educational visits, BBC News School Report, European Day of Languages to name but a few.

## Key Stage 3 – Years 7-9

In Key Stage 3, all students follow courses in English, Mathematics, Science, Technology, a foreign Language, Art, ICT, Geography, History, Religious Education, Physical Education, and Lifeskills, which incorporates Citizenship. Information and Communications Technology (ICT) is used extensively across the curriculum, to enhance learning and to develop and apply students' ICT skills and capability.

During Years 7 to 9 students have a series of lessons on Computing, Health and Fitness, Drama and Personal Financial Guidance. Most students also get the opportunity to study a second modern foreign language in Year 9. In Year 9, parents and students are invited to an Options Evening to discuss their choices for Key Stage 4.

Whilst maintaining a broad and balanced curriculum for all in Years 10 and 11, St George's Academy offers each student the opportunity to select academic and vocational courses that best suit his/her ability, aptitude and interest. There is a very long list of option subjects to choose from, but the list is reviewed annually to take into consideration the latest national education policies, recommendations and legislation.

## Key Stage 4 – Years 10-11

In Key Stage 4, students currently study compulsory subjects in the 'core' curriculum (English, Mathematics, Science, Physical Education, RE/Careers Education and Guidance/Citizenship) and can choose additional subjects from three option blocks. A fourth option is currently allocated from the list of "EBacc" subjects - a modern language, a humanity subject (History or Geography), Computing or "Triple" Science. In this way, students who excel in Science are given the opportunity to take triple-award Science (three GCSEs, one in each of the separate Sciences of Biology, Physics and Chemistry).

Technology subjects are also popular options and students can opt for Food Technology, Resistant Materials, Graphics, Product Design, Textiles or Electronic Products. St George's Academy is also able to offer its students a very wide range of other courses including Art, ICT, History, Geography, Drama,



Performing Arts, Music, RE, PE, Child Development, Business Studies, Sport (Performance), Computing, as well as French, German and Spanish.

The Academy also offers vocational courses, including Construction, Health & Social Care, ICT, Engineering, Applied Business, Travel and Tourism and more.

St George's Academy regards Key Stage 4 and Sixth Form as a continuum with a progressive 14 to 19 curriculum: students are encouraged to stay on at St George's Academy which is part of the Sleaford Joint Sixth Form. Whilst St George's Academy remains their 'home school', students are free to attend any appropriate course on offer within the Sleaford Joint Sixth Form. St George's Academy contributes advanced level courses in all major curriculum areas and in new subjects such as Psychology and Sociology as well as Advanced Vocational courses in Business, IT, Health & Social Care and Travel & Tourism. Vocational courses are also offered in Construction, Joinery, Motor Vehicle, Photography and Early Years Education.

## Key Stage 5 – Years 12-14

St George's Academy welcomes all students to study in the Joint Sixth Form, provided there is an appropriate programme of study available. Each course has minimum entry requirements, plus subject-specific criteria which must be met.

All students, internal and external applicants, are given assistance and guidance with the selection of subjects prior to the commencement of Sixth Form studies. Outside agencies – including the appropriate careers education and guidance – also assist in this process. Provisional course offers are made during Year 11 and these are reviewed on receipt of examination results. Where necessary, additional interviews are held to revise course offers, prior to the beginning of term. The consortium of two schools in the town is able to provide a wide range of courses, including AS, A2, Applied 'A' Level, BTEC and specialist industry standard qualifications in addition to Mathematics and English GCSE re-sits.

A two or three day induction programme takes place after the exams have finished in June for prospective Sixth Form students to assist them in the transition from compulsory education to post-16 study. Guidance and pastoral support are provided during registrations, tutorials and enrichment periods. Students also have the opportunity to prepare for higher education/employment through visits, speakers and other activities. Students are also expected to help in the development of the community life of the Academy, including the monitoring of younger students through senior student duties, supporting a curriculum area by becoming a "Subject Ambassador", 'In-class support' and 'Buddy' schemes. There is also a Sixth Form Management Team to organise fundraising, social events, new developments and support to the wider community.

On admission to the Sixth Form, students are expected to sign a contract and in so doing make a commitment to adhere to a Code of Practice, which has been agreed with the current Sixth Form students.

The Academy Sixth Form is based in the new Arnold Centre which opened in September 2012. The excellent facilities are supporting students to become successful, independent learners.

Students are treated as adults and are expected to conduct themselves accordingly. They are not required to wear Academy uniform, but are expected to adhere to the dress code which has been introduced to help students make a good impression by portraying a professional image.

Students are encouraged to develop into responsible adults, who will readily find a successful place in society.

# Homework

The Academy considers homework to be essential to the progress of every child because:-

1. It offers opportunities for students to carry out work, which is independent of the tutor thus developing perseverance, self-discipline and self-confidence.
2. It allows students to reinforce skills learned and to reinforce understanding through open-ended or extension work and to broaden knowledge through learning activities.
3. Through the homework diary it involves parents in the students' work and progress and also strengthens the partnership between the Academy and home.

| Type of Homework     | Reason (Students should be able to.....)            |
|----------------------|---|
| Learning Facts       | Learning for Achievement                            |
| Practising Skills    | Gain a Skill  |
| Independent Research | Become more Independent<br>(less reliant on others) |
| Applying Skills      | Gain Understanding                                  |

## Time spent on homework

The homework timetable is designed to make realistic demands on students. As a broad guideline, students should be spending time on homework within the following range:

|             |   |
|-------------|---|
| Y7, 8 and 9 | between 45 minutes and 1½ hours per night   |
| Y10 and 11  | up to 2½ hours per night  |
| Sixth Form  | in order to fulfil their potential sixth formers should spend an average of 3½ hours per subject per week |

## Extra-Curricular Activities

There are a varied range of Extra Curricular Activities for students to take part in. These activities take place at both Ruskington and Sleaford sites during lunchtimes, after school and sometimes during the holidays. The activities vary from homework club, outdoor/indoor sports, computer games club, chess club, singing and drama clubs and many more. An up-to-date list of dates and times of our extra-curricular activities can be found on the Academy website: [www.st-georges-academy.org](http://www.st-georges-academy.org)

# Assessment Policy

Why do we assess student's work, record their achievements and report their progress? Because by doing so we are able to:

- Improve student performance
- Set realistic targets and monitor progress towards them
- Promote an achievement and learning culture
- Foster independent study skills
- Praise and reward good work
- Strengthen our partnership with parents

Assessment, recording and reporting are integral parts of the Academy's **Quality of Teaching and Learning** statement. By sharing assessment information, subject and pastoral teams can work together towards our common goals: to **Aim High** and to achieve **Excellence for All**. Careful assessment, that informs planning and enables the next steps to be taken in learning, are part of the expected 'Core Standards' for teachers.

Individual departments have their own approved assessment policies within the framework outlined below:

During the year, assessment data should be used by all teachers to inform planning, show the students the next steps they need to take in their learning, to monitor students' progress and to praise good work. It is good practice for students to initial (sign) teacher feedback to indicate that they have understood the way forward. At the end of the year, assessment data is used for allocating students to ability-based teaching groups in the following year. During the year, data is used to move students, as appropriate, between sets.

## Details of Routes taken by Students Year 11 (2013)

(2014 figures not available yet)

| Remaining In Education | Employment | Youth Training | Other/Unknown | Total no. of students on roll |
|------------------------|------------|----------------|---------------|-------------------------------|
| 90%                    | 4%         | 4%             | 2%            | 352                           |

## Details of Routes taken by Students Year 13 (2013)

(2014 figures not available yet)

| Further Education | Higher Education | Employment | Other/Unknown | Total no. of students on roll |
|-------------------|------------------|------------|---------------|-------------------------------|
| 5%                | 54%              | 26%        | 15%           | 223                           |

# Careers

The Academy has a dedicated Careers Centre, staffed by a Careers Officer and Administrative support.




The aim of the Careers Department is to provide students with a view of the wider world and of the opportunities that exist beyond Academy life. We encourage students to be more self-aware. By learning about themselves and their preferences, well-informed decisions and career choices can be made. Through career exploration students learn about the opportunities that exist in the wider world, and through career management plan how to realise their ambitions. Through Careers we aim to encourage and motivate our students to achieve and be successful in life.

Our objectives are achieved in a variety of different ways including: visits from speakers, arranging trips to careers events, delivering Careers lessons, arranging work experience, liaising with the Careers Lincolnshire service, etc. All students visit the Careers Centre on a regular basis and are encouraged to use this staffed facility during break-times and lunch-times. The Careers Centre contains extensive up-to-date information on training, occupations, apprenticeships, Further Education and Higher Education and boasts an extensive range of IT packages, books, pamphlets and leaflets, which all students from Years 7 to 13 can benefit from and are encouraged to use.

## Work Related Learning

One of the ways in which young people are encouraged to find out about life in the work place is our well-established Work Experience programme. It forms an integral part of the curriculum for our Year 10 students and usually lasts for two weeks. In order to make the most of opportunities offered, students work through a schedule of planning, preparation, briefing and de-briefing in their Careers sessions.

Work Experience aims to help students to:

-  develop personal and social skills and qualities by working with new adult contacts;
-  understand some of the demands, responsibilities and routines of working life; apply some of the skills they have learned at the Academy;
-  compare career ideas with actual experiences.

Some students are asked to complete assignments for course work while on placement. All students use a diary to record feelings, experiences and skills gained or practised. This may be assessed as part of a GCSE or Btec course.

For students that complete their Work Experience, a Certificate of Achievement is awarded, with the opportunity to gain a Distinction for recognition of outstanding achievement.

## Libraries at St George's Academy

### Sleaford Site

The two excellent Academy Libraries on the Sleaford site are both open throughout the school day, with experienced staff always available to provide help and advice.

The extensive stock provides resources for class and individual research, homework and most importantly, reading for pleasure.



The libraries stock all of the latest teenage fiction, a wide selection of non-fiction books, newspapers, magazines and DVDs. Students can also access computing, printing and photocopying facilities.

Additionally a supervised Homework Club runs in **Library 2** from 3.30-5pm Monday to Thursday and until 4.30 on Friday.

### **Library Opening Times:**

**Library 1 – 8.30am to 4.00pm Monday to Friday**

**Library 2 - 8.30am to 5.00pm Monday to Thursday  
8.30am to 4.30pm on Friday**

### **Ruskington Site**

The Academy Library at Ruskington has a varied selection of fiction and non-fiction books. It is open daily during lunchtime when the Librarian and her student team are available to help. There are plans to expand and develop the Library resources in the near future.

## **Special Educational Needs (SEN)**

We regard every student as having individual needs. Each student will have an equal opportunity to work to their full potential so that they will learn to appreciate and value their own strengths. We aim to ensure that each student feels equally valued within the Academy community and we are committed to combating discrimination of any sort, including racial discrimination.

The Academy caters for the needs of all students with Special Educational Needs. The aim of our SEN provision is to improve the learning and raise the achievements of students with Special Educational Needs by promoting and developing student independence, in order to best prepare them for life beyond school.

All staff share responsibility for students with special educational needs in their classes. Individual subject teachers provide the support required for both the more and less able students, largely by the provision of differentiated material.

The Academy employs Teaching Assistants (TAs) to support students and their teachers. We believe there are considerable benefits for all students in catering for SEN in the mainstream class. Where in-class support is provided, teachers are better able to focus on the differing levels of ability within the group. Some students with Special Educational Needs may at times require more specialised teaching, which can better be provided within a small group situation away from the main classroom.

Students with Special Educational Needs are placed on the SEN Register and each student is allocated a named Teaching Assistant who oversees their provision, monitors their progress and liaises with staff. If an Individual Support Plan (ISP) or Individual Education Plan (IEP) is appropriate, a copy will be given to the student, all staff involved and parents. IEPs will be reviewed at least twice a year.

Priority for support is given to Lower School students, especially Year 7 and those students in any year who have a Statement of Special Educational Needs and those students with ISPs or IEPs.

Teaching Assistants assist some students, who need help with organisation, homework, basic literacy/numeracy skills, language development, revision, catch-up work and social skills. Teaching Assistants also supervise a daily Break-time and Lunch-time Club and a Homework Club which takes place every day after school. Typing tuition is provided for identified students.

# A summary of the principles guiding our SEN work

All students in the Academy study the National Curriculum. The Academy seeks to develop an inclusive curriculum and thereby reduce the need for aspects of the National Curriculum to be disapplied for a student, by applying the following three principles as set out in the 1999 DfEE National Curriculum for England document:

- ✿ setting suitable learning challenges;
- ✿ responding to students' diverse learning needs;
- ✿ overcoming potential barriers to learning and assessment for individuals and groups of students.

We aim to meet students' learning difficulties by:

- ✿ identifying students with Special Educational Needs;
- ✿ enabling all staff to meet identified student needs and keep up with developments in the area of Special Educational Needs;
- ✿ making the curriculum accessible to all students, through recognising the need for differentiation and employing a range of teaching styles;
- ✿ by working closely with parents and outside agencies.

Students with learning difficulties will benefit from:

- ✿ being taught within a smaller group supported by TAs;
- ✿ a structured framework;
- ✿ a variety of teaching methods including whole class and group sessions;
- ✿ differentiated activities;
- ✿ regular and systematic assessment of their progress.

We try to ensure that all students have access to the full curriculum by adjusting:

- ✿ teaching style;
- ✿ presentation of task;
- ✿ the difficulty of the tasks given;
- ✿ the amount of initial teacher input;
- ✿ the amount of adult support;
- ✿ the ways in which our students can respond and give evidence for their learning, e.g. use of tape recorder, more structured worksheets, word-processing, etc;
- ✿ the groupings within the classroom.

The Academy believes in a partnership between teachers and parents in the education of its students. Teachers notify and involve parents when the Academy becomes concerned about a student's learning development and keep them updated throughout the various stages of review.

As part of the support offered to students in school we have a Literacy Instructor who undertakes wave 2 and wave 3 literacy interventions on a regular basis. The needs of each individual student are regularly assessed and the interventions are undertaken accordingly in group or one to one situations and cover all areas of literacy difficulties. The students are also invited and encouraged to read daily in Learning Support Reading Clubs.

## Able, Gifted and Talented Provision

St George's aims to provide for the needs of all students. It is important that the needs of the more able are recognised and strategies developed for their support and development. We recognise all round exceptional ability as well as students who are gifted or talented. The curriculum will take into account the needs of able, gifted and talented students through a range of approaches and the use of best practice. The pastoral needs of gifted and talented students will be recognised and supported by the

school. As well as prioritising the need to provide challenge for able students within the classroom and to offer such students a fulfilling classroom experience, we also provide enrichment activities to support talented students.

## Equal Opportunities Policy

The Governing Body of the Academy aims to provide an appropriate learning experience for all students, whatever their colour, origin, culture, gender, religion or ability. The Academy has high expectations of all students.

The Academy aims to provide students with the opportunity to learn in an environment free of prejudice. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with students and colleagues reflects this responsibility at all times.

## Disability Statement





The Academy is committed to the fair and equal treatment of all individuals regardless of disability and welcomes applications from people with disabilities to join the Academy community.

The Academy building has been modified to have provision and accessibility for people with disabilities, so that they may be integrated fully into Academy life. The curriculum will be designed so that it may be delivered to provide flexible and equal access to all students, whether able or disabled, as far as is practicable within a mainstream educational establishment.

## Academy Behaviour Policy

St George's Academy has a mission to provide an excellent education for all students. This will be best achieved in an ordered environment where there is mutual respect for all partners: trustees, governors, teachers, students and parents. All students have a right to a safe and secure environment. A detailed statement about the contribution of all partners is contained in the Home School Agreement.

All students are expected to:

-  Behave well in lessons
-  Show respect for all members of the Academy community
-  Have high personal standards
-  Show respect for Academy property

Positive encouragement through praise and reward helps students to engage with the Academy and be self-disciplined. Interesting and challenging lessons encourage students to work with the Academy rather than against it. There are many opportunities in each year group for the students to take on responsibility in the Academy. Through a positive approach it is hoped that students will see the value of self-discipline.

Each student is given a 'Code of Conduct' which outlines the expected behaviour. On entry to the Academy, parents and students sign a 'Home-School Agreement' which outlines the expectations the Academy has of students and parents and which shows the expectations parents can have of the Academy.

Parents are expected to support the Academy if disciplinary action is required. The Academy operates a range of sanctions from firm guidance, detention, removal from peer group, time in isolation unit, fixed period exclusions and expulsion from the Academy. It is rare that the more extremes of these measures are used. Support is offered through our Leicester Street Intervention Unit.












# Home School Agreement

*Between St George's Academy and our Parents and Children*

St George's Academy encourages all of its students to "aim high": to have high expectations of themselves. We have a mission to provide excellence for all who attend the Academy and we strive to use innovative and effective teaching and learning methods. We value hard work, a sense of caring and a willingness to make a contribution to the wider community. A fuller statement of the Academy's ethos and aims can be found in a separate section in the Academy prospectus.













The Academy can only achieve its aims and instil its values by *working in partnership with parents*. This agreement forms the cornerstone of that partnership.

## **The Academy will:**

-  Encourage your child to "aim high" at all times
-  Try to meet the individual needs of your child
-  Provide a broad and balanced curriculum
-  Assess your child's progress at regular intervals and inform your child of that progress
-  Set homework regularly
-  Monitor attendance
-  Provide a written report on your child's progress
-  Arrange Parents' Evenings during which progress will be discussed
-  Develop high standards of work and behaviour
-  Communicate regularly with parents through newsletters
-  Be open and welcoming at all times











Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## **As a Parent I will:**

-  See that my child goes to school regularly and on time
-  Encourage my child to attend for all examinations
-  Notify the Academy of any absence, avoid holidays during term time wherever possible
-  See that my child has the correct uniform and equipment
-  Support the Academy's policies on behaviour and discipline
-  Make the Academy aware of any concerns or problems that might affect my child's work
-  Support my child in completing homework
-  Attend Parents' Evenings to discuss the progress my child is making
-  Help my child to review his/her progress and set targets for the future.
-  Allow my child to participate in Academy sporting activities after normal hours.
-  Allow my child to be photographed or shown on video in Academy activities for Academy use only.
-  Ensure that the Academy is informed of any medical conditions that may affect my child.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## **As a Student I will appreciate my place at the Academy and:**

-  Attend school regularly and on time
-  Try my best at all times and "aim high"
-  Complete all homework and classwork set on time
-  Bring any equipment needed for school
-  Be co-operative, helpful and polite to staff and other students
-  Follow the Academy's codes of conduct on discipline and the use of IT
-  Wear Academy uniform and be tidy in appearance
-  Keep the school free from litter and graffiti and respect the Academy environment
-  Set targets for improvement
-  Catch up on any work missed through absence.


















Signed: \_\_\_\_\_ Date: \_\_\_\_\_

*Together we will create an excellent Academy*

If you wish to discuss any aspect of the Home-School agreement or have any complaints concerning the Academy do please contact the Principal, Mr Wayne Birks, at the Academy, in the first instance.



# Expected Conduct

-  Aim high: nothing but your best will do
-  THINK before you speak or act and always be polite and courteous to everyone; never use bad language
-  Always attend the Academy: try not to miss a day
-  Arrive punctually and properly prepared for all Academy activities
-  Maintain high standards of personal appearance and always wear the correct Academy uniform
-  Move around the Academy site quietly and remove all outside coats in buildings
-  Try your best in every lesson and listen carefully to all instructions
-  To answer a question or ask for help in a lesson always put your hand up
-  Record all homework carefully in your student planner and hand all work in on time
-  Respect the Academy environment and do not drop litter
-  Only eat food or have a drink in the designated areas during morning break or lunch time
-  Do not bring chewing gum onto the Academy site
-  Respect other people's possessions
-  Do not bring mobile phones, personal stereos or similar items onto the Academy site
-  Do not smoke on the Academy site
-  Do not bring drugs or alcohol onto the Academy site
-  Do not bring any dangerous articles, or anything that may frighten others, onto the Academy site

*If everyone follows this code of conduct the Academy will be a special place where  
YOU  
can do well*

## Pastoral Arrangements

To support the students, on entry to the Academy, all students are allocated to a mixed ability form group. These groups meet together each morning for a registration period and on a Friday morning are taught Life Skills together. This group of students stay together for pastoral support from Years 7 to 11. All year groups have their own base within the Academy. Responsibility for each Year Group lies with a Student Progress Manager/Key Stage Manager who has a team of Form Tutors. The Tutor's role is to monitor the progress of the students across all subject areas to ensure they achieve their personal best. Parents are encouraged to be actively involved with their child's learning and a comprehensive student planner contains much useful information, particularly homework details.

Each Key Stage, Key Stage 3 (Years 7, 8 and 9), Key Stage 4 (Years 10 and 11) and KS5 (Years 12 and 13) have Student Support Co-ordinators who are available to help with day to day issues.

The student planner is used by Tutors to send messages home to parents and parents are also able to send messages to the Academy via the planner. Parents are invited to contact the Tutor or the Student Progress Manager/Key Stage Manager if there are any concerns.

## Transition Arrangements

Students joining the Academy in Year 7 are first visited in their Primary school by a member of staff from the Academy. Parents and their children are then invited to meet the Pastoral team at the allocated site and have an individual appointment with the Form Tutor to discuss any personal issues relating to the child joining the Academy. All students then spend a day in the Academy, at the beginning of July, to experience a typical school day. Experience has shown that, following this process, children are usually much less concerned about the movement to their secondary school.

## Admissions

The Academy holds an Open Evening and has an Open Morning on both sites to allow prospective parents the opportunity to view the school and meet with staff. These events are publicised in the locality and all Year 5 and Year 6 children are invited through their primary school. Parents are welcome to visit the Academy on an individual basis and should contact the school to make appropriate arrangements.

Students are also admitted to the Sleaford Joint Sixth Form from the age of 16.

In January 2014 the Academy was full in all year groups across the two sites.

## Number of places available

The Academy has an approved admission number of 380.  
The Academy opened in January 2010.

# Admissions Policy 2014

## General

- 1 This Policy may be amended in writing at any time by agreement between the Secretary of State and the St George's Academy Trust ("the Academy Trust").
- 2 The Academy Trust will act in accordance with, and will ensure that the Independent Appeal Panel is trained to act in accordance with, all relevant provisions of the School Admissions Code and the School Admission Appeals Code published by the Department for Children, Schools and Families ("the Codes") as they apply at any given time to maintained schools and with equalities law and the law on admissions as they apply to maintained schools. For this purpose, reference in the Codes or law to "admission authorities" shall be deemed to be references to the governing body of the Academy Trust.
- 3 Notwithstanding the generality of paragraph 2 of this Policy, the Academy Trust will take part in the Admissions Forum set up by the local authority (LA) and have regard to its advice; and will participate in the co-ordinated admission arrangements operated by the LA and the local in-year fair access protocol.
- 4 Notwithstanding any provision in this Agreement, the Secretary of State may:
  - direct the Academy Trust to admit a named pupil to St George's Academy on application from a local authority. Before doing so the Secretary of State will consult the Academy Trust.
  - direct the Academy Trust to admit a named pupil to St George's Academy if the Academy Trust has failed to act in accordance with this Annex or has otherwise failed to comply with applicable admissions and equalities legislation or the provisions of the Codes.
- 5 The Academy Trust shall ensure that parents and 'relevant children' will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the Academy Trust. The Independent Appeal Panel will be independent of the Academy Trust. The arrangements for appeals will comply with the School Admission Appeals Code published by the Department for Children, Schools and Families as it applies to Foundation and Voluntary Aided schools. The determination of the appeal panel is binding on all parties.
- 6 The Academy Trust shall prepare guidance for parents and relevant children about how the appeals process will work and provide them with a named contact who can answer any enquiries they may have about the process. The Academy Trust may, if it chooses, enter into an agreement with a LA or any other organisation for it to recruit, train and appoint appeal panel members, and to arrange for the process to be independently administered and clerked.
- 7 In paragraphs 5 and 6 above, 'relevant children' means:
  - in the case of appeals for entry to a sixth form, the child, and;
  - in any other case, children who are above compulsory school age, or will be above compulsory school age by the time they start to receive education at the school.

## Relevant area

- 8 Subject to paragraph 9, “relevant area for consultation” means the “Relevant Area” determined by the local authority for maintained schools in the area, which in this case is the whole of Lincolnshire (in accordance with the meaning of “Relevant Area” within the School Admissions Code).
- 9 If the Academy does not consider this meaning to be appropriate, it must apply to the Secretary of State by 1 August for a determination, setting out the reasons for this view.
- 10 The Secretary of State will consider the Academy’s application and will by 30 September either:
- determine the area for consultation; or
  - determine that the meaning within paragraph 8 should apply.
- 11 The Secretary of State may consult the local authority before making such a determination.
- 12 Within 14 days of the Secretary of State’s determination, the Academy will notify the consultees listed in paragraph 14 below of the determination.
- 13 In the event of a paragraph 10a determination, a map of the relevant area (or a list of post-codes) will be attached as an appendix to this Policy.

## **PROCEDURE FOR ADMITTING PUPILS TO THE ACADEMY**

### **Admission number(s)**

14 The Academy will admit up to 380 students across the two sites.

### **Admission number for secondary provision (age 11 – Year 7)**

15 St George's Academy has an agreed admission number for each school year, stated in paragraph 19, for pupils in Year 7. St George's Academy will accordingly admit a maximum of this number of pupils in the relevant age group in the relevant year if sufficient applications are received.

16 The admission number for secondary places includes pupils at both of the two sites on which secondary education is provided by St George's Academy for students in Year 7. After offers of places at the Academy have been made, the Academy will take account of parents' preference for which site they would like their child to attend. If either of the sites receives more preferences than its capacity, students living nearest to that site will have priority.

### **Admission number for sixth form provision (age 16 – Year 12)**

17 St George's Academy has an agreed admission number of 50 students in addition to those students already in the Academy wishing to stay on in the sixth form.

18 St George's Academy has capacity for 450 pupils in the sixth form. Of these places, 50 will be offered to external applicants to Year 12 (the 'admission number'). If fewer students transfer from Year 11 and the size of the sixth form does not reach capacity, additional places will be offered to external applicants up to a maximum of 450 sixth form students overall.

### **Variations to admission numbers**

19 In any specific year, the Academy Trust may set a higher admission number than St George's Academy's agreed admission number for an applicable year group. Before setting an admission number higher than its agreed admission number, the Academy Trust will consult those listed at paragraph 1. Pupils will not be admitted in any year group above the published admission number for that year group unless exceptional circumstances apply and such circumstances shall be reported to the Secretary of State.

20 If the Academy admits a total of 26 pupils in excess of its admission number in any three-year period it will determine a higher admission number, after consulting with the relevant bodies.

### **Process of application**

21 Arrangements for applications for places at St George's Academy will be made in accordance with the Lincolnshire LA's co-ordinated admission arrangements and will be made on the Common Application Form provided and administered by the relevant local authority.

22 The Academy Trust will use the Lincolnshire's LA's timetable for applications to St George's Academy each year (exact dates within the months may vary from year to

year). This will fit in with the timetable for the co-ordination of admission arrangements within Lincolnshire LA as agreed by the Admissions Forum, Lincolnshire LA, local schools and Academies.

- 23 There is a national closing date of 31 October for applications to secondary schools. The Academy will ensure its application processes enable parents to apply before this deadline.

### **Consideration of applications**

- 24 The Academy Trust will consider all applications for places at St George's Academy. Where fewer than the published admission number(s) for the relevant year groups are received, the Academy Trust will offer places at St George's Academy to all those who have applied.

### **Procedures where St George's Academy is oversubscribed**

- 25 Where the number of applications for admission is greater than the published admission number in any age group, applications will be considered against the criteria set out below.

#### **Admission to Year 7 – oversubscription criteria**

- 26 The Academy Trust will first accept all pupils with a statutory right to a place at the Academy through a statement of special educational needs naming St George's Academy. After the admission of pupils with statements of special educational needs, criteria will be applied for the remaining places in the order in which they are set out below.

- 27 For this age group after the admission of children with statements of special education need which name the Academy on the statement the criteria are, in order:

- Children in public care.
- A child with a sibling currently attending the Academy and who will continue to do so after the date of admission. In the event of oversubscription using this criterion, priority will be given to those living nearest to the Academy, as defined below. (The term 'sibling' is defined at the end of this document.)
- Where there are more applications than places after application of the above criterion distance from school to home will be taken into account. Preference will be given to students who live closer to the Academy's site in Sleaford, using the driving distance from the child's home to the Academy's site in Sleaford site. (The term 'distance from home to school' is defined at the end of this document.)
- Once the above criteria have been applied to other applicants and offers have been made subsequent to the offer date for secondary admissions, the Academy may offer places to the children of newly appointed teachers where there is a demonstrable skills shortage for the vacant post in question. This is in accordance with paragraph 2.18 of the School Admissions Code. The Academy is able to exceed its admission number in offering such places
- Forces Families:  
In order to meet the government's military covenant aimed at helping service personnel, and Crown Servants returning from abroad we do try to accommodate families by removing any disadvantage to UK service personnel (UK Armed Forces) by applying the schools oversubscription criteria to their address. We will check to see if the address is within the distance of the last child admitted in the last admission round that was oversubscribed on offer day. We will need the notice of posting or official government letter and posting address before we can consider an application under these arrangements. It

maybe that the governors still cannot admit because of organisational or curriculum difficulties within the school.

### **Admission to Years 12 and 13 (Sixth form)**

- 28 This admissions policy applies to students seeking admission to Year 12 and also covers admission into Year 13 for those wishing to complete their studies at the school.
- 29 The majority of our students in Year 11 continue with their studies into our school Sixth Form. The school has 50 places available for external students who wish to join Year 12.

### **Admission to Year 12**

- 30 All offers of a place in Year 12 will be made on condition of students meeting the school entry requirements for their individual course of study. As a guide, it is usual for subjects to request the following:
- 4 AS subject – Six Passes at A\*-C GCSE with a minimum of a B grade in the subjects students wish to opt for.
  - 3 AS subject course – Five Passes at A\*-C GCSE with a minimum of a C grade in the subjects students wish to opt for.
  - BTEC course – Four Passes at A\*-C GCSE.
  - A supportive reference confirming suitability for AS/A2 study and the preferred subject choices.
  - Students will not be admitted to the Sixth Form if the school considers their behaviour in Year 11 to have been unacceptable.
- 31 Students who do not have a C grade in English and/or Mathematics may be required to attend lessons in the appropriate subject and re-take the appropriate exam with the aim of improving their Grade to at least a C.
- 32 St George's Academy is part of the Sleaford Joint Sixth Form with Carre's Grammar School. Particular courses within the Sleaford Joint Sixth Form may have restricted entry requirement. For details, please contact the relevant school.
- 33 Students will only be admitted to the Sixth Form if their courses can be efficiently and effectively provided.
- 34 The Academy Trust will first accept all pupils with a statutory right to a place at the Academy through a statement of special educational needs naming St George's Academy.
- 35 The published admissions number for Year 12 is 250 at St George's Academy. Places will be offered to St George's students first. Once conditional offers to internal candidates are made then places for external candidates who meet the entry requirements above will be allocated a place. Once the PAN is reached, the candidates will be placed on a waiting list and our over-subscription criteria will be applied. Male and female students will be admitted without bias.
- 36 Where students applying to the Sixth Form at St George's Academy do not have GCSE or qualifications, it will be necessary to consider applications on a case-by-case basis. Student qualifications will be considered along with other information provided by the student's current school, in an attempt to make fair assessment of the application. This process is entirely at the discretion of the Governing Body.

- 37 NARIC ([www.naric.org.uk](http://www.naric.org.uk)) is the National Agency responsible for providing information and expert opinion on academic qualifications from overseas. The school would require such information from NARIC in order to establish equivalency of overseas qualifications. It is the responsibility of students applying to St George's Academy to provide this information should it be required.
- 38 It is necessary for students to have proficiency in English. The medium of instruction is English and the school does not have the capacity to offer an extensive support programme for students who cannot cope due to a lack of proficiency in English.
- 39 In specific cases, it may be necessary to ask students to attend a Language School to support their proficiency in English as part of their offer to study at St George's Academy.

### **The over-subscription criteria**

- Children in Local Authority Care – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (section 20 of the Children Act 1989) or who is the subject of a care order under Part IV of the Act.
- Current Family Association – a brother or sister in the same school at the time of entry. In this context brother or sister means children who live as brother or sister in the same house, natural brothers or sisters, adopted siblings, stepbrother or sisters and foster brothers and sisters.
- Descending rank order of their average GCSE points score across eight subjects.

### **Tie Break**

In the event of a tie, we will give priority to:

- Those living nearest to the school. We use the distance between the child's permanent address and the school, measured in a straight line using Ordnance Survey address point data. Distances are measured from a defined point within the child's home to a defined point within the school as specified by Ordnance Survey.
- If there is still a tie, then the results in GCSE's beyond the eighth subject will be taken into account.

### **Admissions Process Year 12**

- 40 Students applying for a place in Year 12 will be invited to attend the Sixth Form Open Evening, an annual event at the school held at a specified date in the Autumn term.
- 41 Applications for Year 12 must be completed using the school application form, by the date specified by the school (check website for details). Applications received after this deadline will be placed on a waiting list.
- 42 For internal applicants, staff will seek feedback from subject teachers to check suitability for students' course choices. Each student will attend a meeting with a senior member of staff and their parents within the school to discuss their chosen learning pathway and ongoing studies within the school. All offers of a place in Year 12 will be made on condition of students meeting the school entry requirements above.
- 43 Students holding conditional offers will have their place confirmed following receipt of the GCSE results in the summer.



- 44 Guidance will be given to students who wish to consider a change of subject following receipt of the GCSE results.

### **Admission to Year 13**

- 45 The majority of students in Year 12 continue with their studies into Year 13. The school has places available for external students who wish to join Year 13 dependant upon the entry criteria outlined below and places becoming available following our over-subscription criteria.
- 46 All offers of a place in Year 13 will be made on condition of students meeting the school entry requirements laid out below:
- All students wishing to complete their advanced level studies in Year 13 must achieve an E grade or better in each of their AS/A2 subjects of study following receipt of the summer results.
  - Supportive comments from relevant subject teachers confirming suitability for continued study at advanced level.

### **Admissions Process Year 13**

- 47 Following receipt of summer AS/A2 examination results students who have met the entry requirement above are automatically offered a place in Year 13 to continue their studies.
- 48 Students who do not meet the entry requirement into Year 13 will be given guidance about a change of pathway and relevant courses available.
- 49 Once the above criteria have been applied to other applicants and offers have been made subsequent to the offer date for secondary admissions, the Academy may offer places to the children of newly appointed teachers where there is a demonstrable skills shortage for the vacant post in question. This is in accordance with paragraph 2.18 of the School Admissions Code. The Academy is able to exceed its admission number in offering such places.
- 50 There will be a right of appeal to an independent appeals panel for internal pupils refused transfer and external applicants refused admission.

### **Operation of waiting lists**

- 51 Subject to any provisions regarding waiting lists in the LA's co-ordinated admission scheme, St George's Academy will operate a waiting list. Where in any year the Academy receives more applications for places than there are places available, a waiting list will operate for unsuccessful applicants to Year 7 and Year 12. Waiting lists will also be maintained for other year groups (except Year 13) when these year groups are full. Waiting lists will be maintained by St George's Academy and it will be open to any parent to ask for his or her child's name to be placed on a waiting list for the relevant year group following an unsuccessful application.
- 52 Children's position on the waiting list will be determined solely in accordance with the criteria for admission set out in paragraphs 63 and 67 for the relevant age group. Where places become vacant they will be allocated to children on the waiting list in accordance

with the oversubscription criteria. These lists will operate until the end of the school year but parents will be asked to confirm if they wish their child's name to remain on the list after 1 October each year.

### **Arrangements for admitting pupils to other year groups, including to replace any pupils who have left St George's Academy**

- 53 Local Authorities now co-ordinate admissions for in-year applications and for applications for year groups other than the normal point(s) of entry. This will not affect Academies' right to determine which applicants have priority for admission.
- 54 Subject to any provisions in the LA's co-ordinated admission arrangements relating to applications submitted for years other than the normal year of entry, the Academy Trust will consider all such applications and if the year group applied for has a place available, admit the child unless one of the permitted reliefs apply.
- 55 If more applications are received than there are places available, the oversubscription criteria in paragraphs 32 (for pupils in Years 7–11) and 36 (for pupils in Years 12 and 13) shall apply. Parents whose application is turned down shall be entitled to appeal.

### **Right of appeal**

- 56 There is a right of appeal to an Independent Appeals Panel for unsuccessful applicants relating to school admissions at age 5 (statutory school age) or above.
- 57 There is no statutory right of appeal against a decision by St George's Academy to place a pupil on one or other site of the Academy. However, the appeals committee of the Academy's governing body will consider any written representation in the event of dissatisfaction with placement on one or other of the two sites, should parents wish to express this or draw the committee's attention to any additional information

### **Definitions**

58 *Definition of siblings and the position of twins*

A sibling is defined as:

- a brother or sister who share one or both parents, whether or not resident in the same household;
- a half-brother or half-sister who share one common parent
- a step-brother or step-sister where two children are related by a parent's marriage
- an adopted or fostered child living in the same household under the terms of a residence order
- another child normally in residence for the majority of term time in the household for whom the adult in the household has parental responsibility and also has parental responsibility for the child currently attending the Academy.

In the case of twins or other children from multiple births (or two or more siblings in one year group) and where there is only one place available, the application will be considered together as one application and, as a consequence the admission number may be exceeded.

59 *Definition of the driving distance to an intending pupil's home*

The distance used is the driving distance from home to school and is measured electronically by the local authority on behalf of the Academy Trust. It is defined as the distance from the post office address point of the child's home to the post office address point of the Academy's site in Sleaford.

**ST GEORGE'S ACADEMY**  
**ADMISSIONS**  
**SUPPORTING INFORMATION SHEET**

St George's Academy has two sites: one at Sleaford and one at Ruskington. Parents may select their preferred site by completing this form.

Governors will try and place parents at the site of their preference.

My preferred site is:

Sleaford, St George's Academy

Please indicate your preference  
with either 1 or 2

Ruskington, St George's Academy

If parents are not happy with the allocated site they may appeal to the Governors of the Academy for a site transfer. Parents can only appeal to the Governors once they have accepted their site offer. An appeal to the Governors can only be done by writing to the Clerk to the Governors at the school address and only after you have received your formal offer of a place.

You can appeal to the Independent Appeal Panel but only for a place at St George's Academy, however, this independent appeal panel cannot decide which site your child should attend, only the Governors can make that decision. If you are not given a place at either site then you should appeal to the Independent Panel and follow the advice sent out with the offer letter in March.

# Academy Day

|                                    |                     |
|------------------------------------|---------------------|
| <i>Registration &amp; Assembly</i> | 08.45 am – 09.05 am |
| <i>Period 1</i>                    | 09.05 am – 10.05 am |
| <i>Period 2</i>                    | 10.10 am – 11.10 am |
| <i>Break</i>                       | 11.10 am – 11.30 am |
| <i>Period 3</i>                    | 11.30 am – 12.30 pm |
| <i>Lunch</i>                       | 12.30 pm – 13.20 pm |
| <i>Period 4</i>                    | 13.20 pm – 14.20 pm |
| <i>Period 5</i>                    | 14.25 pm – 15.25 pm |

## Attendance

The Academy seeks to encourage high attendance rates through careful monitoring of individual student attendance. Telephone calls will be made to parents on the first day of absence if the Academy has not already been notified of reasons for absence. Annual holidays should not be taken during term time. If attendance rates are unsatisfactory parents will be contacted and asked to attend a meeting at the Academy.

## Rates of Authorised and Unauthorised Absence

In the academic year 2012/13 the percentage of half days (sessions) missed through authorised absence was 5.2% and the percentage of half days (sessions) missed through unauthorised absence was 1.1%. Our Educational Welfare Officer monitors our attendance rates and will visit students who fall below the national accepted rate of 93%.

# Academy Uniform

## *ALL CHILDREN ARE EXPECTED TO WEAR THE ACADEMY UNIFORM*

The Academy has adopted the type of uniform worn in all good educational establishments. It is intended to ensure that a positive image of high standards is presented at all times and we ask for the support of parents in buying the correct items of uniform in the first instance and by ensuring their child wears them in school.

We expect our students to be neat, clean and smartly dressed as would be expected in any place of employment. Hair should be a suitable, neat style and a single, natural colour. Extremes of hair styles and colour, as decided by the Academy, are not acceptable. Nail varnish is not allowed, whilst make-up should be discreet and acceptable to the Senior Leadership Team and Student Progress Managers.

Coats should be dark, waterproof, of conventional style, NOT fashion garments such as denim, hoodies, sports tops or leather jackets. Coats should **not** be worn inside the school at any time.

Bags should be dark rucksack or executive case style. 'Handbags' are not suitable for carrying school books and equipment.

The wearing of jewellery, apart from a wristwatch, one ring and one stud earring in the lower part of each ear (girls only), is not appropriate for school life and is therefore not acceptable. All other facial piercings are not acceptable.

The Academy places great emphasis on uniform standards and students arriving improperly dressed may be sent home.

St George's Academy  
Year 7, 8 & 9 - Uniforms



St George's Academy  
Year 11 - Uniforms



## *PLEASE ENSURE ALL PERSONAL ITEMS ARE CLEARLY MARKED WITH YOUR CHILD'S NAME*

**Uniform Stockists:** Uniform Direct, 333 High Street, Lincoln,  
Sleaford Clothing, 20 Market Place, Sleaford  
Justin Schoolwear Centre, 245 High Street, Lincoln.)

## BOYS – Key Stage 3

- ✿ Dark navy Academy designer cut fitted blazer with blue Academy woven lining. Blue braid around the collar. Academy badge below top jetted pocket
- ✿ Plain white conventional style shirt with collar and buttons to top, to be worn tucked inside trousers
- ✿ Academy tie – navy/royal blue/silver stripe with Academy logo
- ✿ Charcoal grey (NOT black), conventional school style, trousers in plain wool material or similar.
- ✿ Black socks
- ✿ Sensible conventional style, flat heeled shoes in black plain leather. Trainers and boots are not acceptable

## BOYS – Key Stage 4

- ✿ Dark navy Academy designer cut fitted blazer with blue Academy woven lining. No braid on collar, small Academy logo
- ✿ Plain white conventional style shirt with collar and buttons to top, to be worn tucked inside trousers (Year 10)
- ✿ Academy narrow-set striped boys' shirt, to be worn tucked inside trousers (Year 11)
- ✿ Academy tie – navy/royal blue/silver stripe with Academy logo
- ✿ Charcoal grey (NOT black), conventional school style, trousers in plain wool material or similar
- ✿ Black socks
- ✿ Sensible conventional style, flat heeled shoes in black plain leather. Trainers and boots are not acceptable.

### Optional

Sleeveless fine knit grey jumper with blue edging around neck and armholes for winter.

## GIRLS – Key Stage 3

- ✿ Dark navy Academy designer cut fitted blazer with blue Academy woven lining. Blue braid around the collar. Academy badge below top jetted pocket.
- ✿ Academy reverse collar blouse in white with blue wide-set stripes and three-quarter sleeves to be worn tucked inside skirt/trousers. Collar to be worn outside of the blazer collar.
- ✿ Dark grey pleated skirt, to be no more than 2" above the knee or dark grey trousers.
- ✿ Black tights (winter), natural colour tights or white ankle socks (summer) with the skirt. Black socks with the trousers.
- ✿ Sensible conventional style LOW HEELED shoes in black plain leather. Trainers, boots or any fashion shoes are not acceptable, eg Indian slippers and dolly shoes.

# GIRLS – Key Stage 4

- 🦄 Dark navy Academy designer cut fitted blazer with blue Academy woven lining.
- 🦄 No braid on collar, small Academy logo.
- 🦄 Academy revere collar blouse in white with blue wide-set stripes and three-quarter sleeves to be worn tucked inside skirt/trousers. Collar to be worn outside of the blazer collar (Year 10)
- 🦄 Academy revere collar blouse in white with blue narrow-set stripes and three-quarter sleeves to be worn tucked inside skirt/trousers. Collar to be worn outside of the blazer collar (Year 11)
- 🦄 Dark grey pleated skirt, to be no more than 2" above the knee or dark grey trousers.
- 🦄 Black tights (winter), natural colour tights or white ankle socks (summer) with the skirt. Black socks with the trousers.
- 🦄 Sensible conventional style LOW HEELED shoes in black plain leather. Trainers, boots or any fashion shoes are not acceptable, eg Indian slippers and dolly shoes.

## Optional

Sleeveless fine knit grey jumper with blue edging around neck and armholes for winter.

# P.E. Uniform Years 7-11

## Outdoor Games

Navy blue shorts; navy/sky blue reversible rugby top; sky blue socks; navy tracksuit (optional); football boots; shin pads; mouth guard

## Indoor Games

Navy blue shorts; white polo shirt; white socks; training shoes with non-marking soles.

A Towel should be provided as showers are available.

# ALL YEARS – Outdoor Coat & Bag

St George's Academy  
All - Outdoor Coat & Bag







# SIXTH FORM DRESS CODE





The broad dress code for the Sixth Form is smart business wear. Sixth Form students are role models for the rest of the Academy and we would hope that members of the Sixth Form will maintain the appearance of a professional man or woman.

To help students the following guidelines have been drawn up:











## **Male students**

-  Smart suit
-  Smart jacket and trousers
-  Collared shirts, tucked in at all times, with tie
-  Formal shoes

## **Female students**

-  Smart professional suit
-  Smart jacket and full length trousers, skirt or dress
-  Smart blouse or non-revealing top
-  Formal shoes with low heels

## **All students**

-  No short skirts, bare midriffs or revealing tops
-  No open toe shoes
-  No denim
-  No sportswear, including hoodies/trainers/trainers
-  No shorts
-  No Ugg-style boots
-  No extremes of hair as decided by the Principal
-  No extreme facial piercings as decided by the Principal
-  Please do not wear excessive jewellery
-  Discreet use of mobiles and ipods is permitted

## **Subject Specific Wear**

Students in vocational areas, Science, Drama and PE will be able to wear appropriate clothing relating to the activity they are undertaking. This clothing will be available from the Academy's uniform stockist or from individual departments.

The final decision on the appropriateness of dress, hair, piercings and jewellery rests with the Principal and adhering to the dress code is a condition of membership of the Sixth Form.



# Examination Results 2013

St. George's students achieved many outstanding examination results in the year 2012-2013. These results compare very favourably with national standards.

Full details of all the examination results are included in this booklet but the following provide key performance indicators.

## **KEY STAGE 3 (STUDENTS AGED 13 YEARS achieving Level 5 or above)**

|             |     |
|-------------|-----|
| English     | 90% |
| Mathematics | 85% |
| Science     | 88% |
| I.T.        | 86% |

## **KEY STAGE 4 (STUDENTS AGED 15 YEARS)**

|   |      |
|---|------|
| Achieving 5 or more A* to C GCSE passes                                 | 88%  |
| Achieving 5 or more A* to C GCSE passes including English & Mathematics | 51%  |
| Achieving 5 or more A* to G GCSE passes                                 | 99%  |
| Achieving 1 or more A* to G GCSE passes                                 | 100% |
| Achieving 2 or more A* to C GCSE passes in Science                      | 47%  |
| Achieving 1 or more A* to C GCSE passes in a Modern Foreign Language    | 27%  |
| Achieving 1 or more A* to G GCSE passes in a Modern Foreign Language    | 44%  |
| Achieving 1 or more A* to G GCSE passes in Geography and/or History     | 41%  |

## **POST 16 (ST. GEORGE'S STUDENTS ONLY)**

|   |     |
|---|-----|
| Pass rate at Advanced GCE or equivalent | 94% |
| Average point score per student         | 637 |
| Average Point Score per entry           | 206 |

## Key Stage 3 Assessment

### CORE SUBJECTS - TEACHER ASSESSMENT: PERCENTAGE AT EACH LEVEL

|                               |       | Di | Ab | 2 | 3 | 4  | 5  | 6  | 7  | 8 | 5+ | 6+ |
|-------------------------------|-------|----|----|---|---|----|----|----|----|---|----|----|
| English                       | Boys  | 0  | 0  | 1 | 2 | 10 | 52 | 33 | 3  | 0 | 87 | 35 |
|                               | Girls | 0  | 0  | 0 | 0 | 6  | 34 | 56 | 4  | 0 | 94 | 60 |
|                               | B/G   | 0  | 0  | 1 | 1 | 8  | 44 | 43 | 3  | 0 | 90 | 47 |
| National: Boys/girls combined |       | 1  | 0  | 1 | 2 | 10 | 31 | 38 | 15 | 1 | 86 | 55 |
|                               |       |    |    |   |   |    |    |    |    |   |    |    |
| Mathematics                   | Boys  | 0  | 0  | 0 | 2 | 13 | 19 | 39 | 25 | 3 | 85 | 66 |
|                               | Girls | 0  | 0  | 0 | 2 | 12 | 16 | 44 | 24 | 2 | 85 | 70 |
|                               | B/G   | 0  | 0  | 0 | 2 | 13 | 17 | 41 | 24 | 3 | 85 | 68 |
| National: Boys/girls combined |       | 1  | 1  | 1 | 4 | 10 | 22 | 30 | 23 | 9 | 84 | 62 |
|                               |       |    |    |   |   |    |    |    |    |   |    |    |
| Science                       | Boys  | 0  | 0  | 0 | 2 | 10 | 38 | 41 | 9  | 1 | 89 | 51 |
|                               | Girls | 0  | 0  | 0 | 1 | 11 | 31 | 47 | 10 | 1 | 88 | 57 |
|                               | B/G   | 0  | 0  | 0 | 1 | 10 | 35 | 44 | 9  | 1 | 88 | 53 |
| National: Boys/girls combined |       | 1  | 0  | 1 | 2 | 11 | 30 | 36 | 18 | 2 | 85 | 56 |

### FOUNDATION SUBJECTS - TEACHER ASSESSMENT: PERCENTAGE AT EACH LEVEL

|           |       | 1 | 2 | 3 | 4  | 5  | 6  | 7 | 8 | Di | Ab | 5+  | 6+ |
|-----------|-------|---|---|---|----|----|----|---|---|----|----|-----|----|
| D & T     | Boys  | 0 | 0 | 0 | 2  | 49 | 47 | 2 | 0 | 0  | 0  | 98  | 49 |
|           | Girls | 0 | 0 | 0 | 0  | 30 | 63 | 7 | 0 | 0  | 0  | 100 | 70 |
|           | B/G   | 0 | 0 | 0 | 1  | 40 | 54 | 4 | 0 | 0  | 0  | 99  | 59 |
|           |       |   |   |   |    |    |    |   |   |    |    |     |    |
| Geography | Boys  | 0 | 0 | 2 | 9  | 59 | 28 | 3 | 0 | 0  | 0  | 90  | 31 |
|           | Girls | 0 | 0 | 0 | 5  | 32 | 61 | 2 | 0 | 0  | 0  | 95  | 63 |
|           | B/G   | 0 | 0 | 1 | 7  | 46 | 43 | 3 | 0 | 0  | 0  | 92  | 46 |
|           |       |   |   |   |    |    |    |   |   |    |    |     |    |
| History   | Boys  | 0 | 1 | 1 | 8  | 53 | 34 | 4 | 0 | 0  | 0  | 91  | 38 |
|           | Girls | 0 | 0 | 0 | 6  | 28 | 57 | 8 | 0 | 0  | 0  | 94  | 65 |
|           | B/G   | 0 | 0 | 0 | 7  | 42 | 45 | 6 | 0 | 0  | 0  | 92  | 51 |
|           |       |   |   |   |    |    |    |   |   |    |    |     |    |
| I.T.      | Boys  | 0 | 0 | 2 | 15 | 44 | 37 | 3 | 0 | 0  | 0  | 83  | 40 |
|           | Girls | 0 | 0 | 0 | 10 | 40 | 48 | 1 | 0 | 0  | 0  | 90  | 50 |
|           | B/G   | 0 | 0 | 1 | 13 | 42 | 42 | 2 | 0 | 0  | 0  | 86  | 44 |
|           |       |   |   |   |    |    |    |   |   |    |    |     |    |
| MFL       | Boys  | 0 | 1 | 4 | 12 | 36 | 44 | 4 | 0 | 0  | 0  | 83  | 47 |
|           | Girls | 0 | 0 | 2 | 7  | 21 | 63 | 7 | 0 | 0  | 0  | 91  | 70 |
|           | B/G   | 0 | 1 | 3 | 10 | 29 | 53 | 5 | 0 | 0  | 0  | 87  | 58 |

**FOUNDATION SUBJECTS - TEACHER ASSESSMENT: PERCENTAGE AT EACH LEVEL**

|              |              | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>Di</b> | <b>Ab</b> | <b>5+</b> | <b>6+</b> |
|--------------|--------------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|
| <b>Art</b>   | <b>Boys</b>  | 0        | 0        | 0        | 6        | 63       | 29       | 2        | 1        | 0         | 0         | <b>94</b> | 32        |
|              | <b>Girls</b> | 0        | 0        | 2        | 7        | 21       | 63       | 7        | 0        | 0         | 0         | <b>91</b> | 70        |
|              | <b>B/G</b>   | 0        | 1        | 3        | 10       | 29       | 53       | 5        | 0        | 0         | 0         | <b>87</b> | 58        |
| <b>Music</b> | <b>Boys</b>  | 0        | 0        | 1        | 5        | 59       | 33       | 4        | 0        | 0         | 0         | <b>95</b> | 36        |
|              | <b>Girls</b> | 0        | 0        | 0        | 3        | 32       | 58       | 7        | 0        | 0         | 0         | <b>97</b> | 65        |
|              | <b>B/G</b>   | 0        | 0        | 0        | 4        | 46       | 44       | 5        | 0        | 0         | 0         | <b>96</b> | 49        |
| <b>P.E.</b>  | <b>Boys</b>  | 0        | 0        | 1        | 2        | 39       | 55       | 3        | 1        | 0         | 0         | <b>98</b> | 59        |
|              | <b>Girls</b> | 0        | 0        | 0        | 2        | 41       | 55       | 2        | 0        | 0         | 0         | <b>98</b> | 57        |
|              | <b>B/G</b>   | 0        | 0        | 0        | 2        | 40       | 55       | 3        | 0        | 0         | 0         | <b>98</b> | 58        |
| <b>R.E.</b>  | <b>Boys</b>  | 0        | 0        | 2        | 18       | 53       | 23       | 4        | 0        | 0         | 0         | <b>80</b> | 26        |
|              | <b>Girls</b> | 0        | 0        | 0        | 7        | 38       | 45       | 9        | 0        | 0         | 0         | <b>93</b> | 55        |
|              | <b>B/G</b>   | 0        | 0        | 1        | 13       | 46       | 33       | 6        | 0        | 0         | 0         | <b>86</b> | 39        |

Di - disappplied under sections 364 and 365 of the Education Act 1996  
 Ab - absent

# RESULTS ACHIEVED BY STUDENTS FINISHING KEY STAGE 4

Number of students: 382

## GCSE Single Award

|                             | Number achieving each grade |    |    |     |     |    |    |    |   |
|-----------------------------|-----------------------------|----|----|-----|-----|----|----|----|---|
|                             | A*                          | A  | B  | C   | D   | E  | F  | G  | U |
| Art & Design                | 3                           | 5  | 7  | 12  | 2   | 1  |    |    |   |
| Biology                     | 1                           | 13 | 9  | 4   |     |    |    |    |   |
| Business Studies            |                             | 3  | 9  | 4   | 6   | 1  | 1  |    |   |
| Chemistry                   | 2                           | 13 | 10 | 2   |     |    |    |    |   |
| Child Development           | 1                           | 16 | 10 | 8   | 7   | 3  | 4  | 3  | 1 |
| D&T Electronic Products     |                             | 2  | 4  | 8   | 10  | 3  |    |    |   |
| D&T Food Technology         |                             |    |    | 4   | 2   | 2  |    |    |   |
| D&T Graphic Products        |                             | 2  | 2  | 8   | 5   | 3  |    |    |   |
| D&T Product Design          | 1                           | 8  | 10 | 11  | 12  | 8  | 2  | 2  |   |
| D&T Resistant Materials     |                             | 1  | 5  | 9   | 11  | 5  | 2  |    |   |
| D&T Textiles                |                             | 3  | 8  | 2   | 7   | 7  |    | 1  |   |
| Drama                       |                             | 8  | 5  | 7   | 6   | 4  | 1  | 1  | 3 |
| English Language            | 2                           | 22 | 62 | 111 | 97  | 44 | 13 | 5  |   |
| English Literature          | 1                           | 14 | 68 | 80  | 112 | 58 | 16 | 4  | 1 |
| French                      | 1                           | 10 | 23 | 28  | 29  | 11 | 1  |    |   |
| Geography                   | 5                           | 23 | 25 | 23  | 8   | 11 | 2  | 1  | 1 |
| German                      |                             | 5  | 10 | 13  | 1   | 4  | 1  |    |   |
| History                     | 2                           | 17 | 29 | 35  | 19  | 16 | 16 | 7  | 2 |
| Mathematics                 | 3                           | 34 | 69 | 142 | 59  | 18 | 18 | 11 | 2 |
| Music                       |                             |    |    | 2   |     | 2  | 5  | 3  | 3 |
| Physical Education          | 2                           | 12 | 16 | 22  | 4   | 1  |    |    |   |
| Physics                     | 1                           | 9  | 15 | 2   |     |    |    |    |   |
| Polish                      |                             |    | 1  | 1   |     |    |    |    |   |
| Religious Studies           |                             | 5  | 8  | 6   | 3   |    | 1  |    |   |
| Russian                     | 1                           |    |    |     |     |    |    |    |   |
| Science                     | 1                           | 8  | 59 | 101 | 70  | 40 | 14 | 3  | 3 |
| Science: Additional Science | 2                           | 6  | 30 | 74  | 61  | 30 | 13 | 10 | 1 |
| Spanish                     | 2                           | 3  | 7  | 5   | 12  | 2  |    |    |   |
| Statistics                  | 1                           | 12 | 44 | 79  | 38  | 13 | 6  | 1  | 5 |

## GCSE Short Course

(Grades equivalent to half a Single Award GCSE)

|                   | A* | A | B  | C  | D  | E  | F  | G  | U  |
|-------------------|----|---|----|----|----|----|----|----|----|
| Religious Studies |    | 8 | 32 | 53 | 70 | 61 | 39 | 30 | 25 |

## GCE AS Level

The available grades are A, B, C, D and E.

|         | A | B | C | D | E | U |
|---------|---|---|---|---|---|---|
| Spanish |   | 1 |   |   |   |   |

## BTEC First Award

The available grades are Distinction\*, Distinction, Merit and Pass. These grades are equivalent to GCSE A\*, A, B and C respectively.

Certificate grades are equivalent to 1 full course GCSE grade.

Extended Certificate grades are equivalent to 2 full GCSE grades.

BTEC Level 2 Diploma grades are equivalent to 4 full GCSE grades.

|   | <b>D*</b> | <b>D</b> | <b>M</b> | <b>P</b> |
|---|-----------|----------|----------|----------|
| Applied Science (Certificate)                 |           |          |          | 64       |
| Applied Science (Extended Certificate)        |           |          | 21       | 6        |
| Art & Design (Extended Certificate)           | 1         | 1        | 7        | 30       |
| Business Studies (Certificate)                |           |          |          | 3        |
| Business Studies (Extended Certificate)       | 1         | 2        | 7        | 10       |
| Construction (Certificate)                    |           |          |          | 1        |
| Construction (Extended Certificate)           |           |          | 1        | 2        |
| Construction (Level 2 Diploma)                | 5         | 11       | 18       | 21       |
| Engineering (Extended Certificate)            |           |          |          | 1        |
| Engineering (Level 2 Diploma)                 | 3         | 2        | 1        | 7        |
| Health & Social Care (Extended Certificate)   | 8         |          | 3        | 7        |
| Health & Social Care (Level 2 Diploma)        | 5         | 1        | 2        | 3        |
| Hospitality & Catering (Certificate)          |           | 1        | 8        | 23       |
| Hospitality & Catering (Extended Certificate) |           |          | 7        | 5        |
| Music (Certificate)                           |           |          |          | 3        |
| Music (Extended Certificate)                  | 9         | 5        | 5        | 8        |
| Performing Arts (Extended Certificate)        | 4         | 0        | 12       | 10       |
| Public Services (Level 2 Diploma)             | 6         | 3        | 5        | 13       |
| Sports Studies (Extended Certificate)         | 2         | 2        | 8        | 27       |

## OCR National Award in ICT

The available grades are Distinction, Merit and Pass. At Level 2 these are approximately equivalent to GCSE A, B and C respectively. At Level 1 they are equivalent to D, E and G respectively.

|                                       | <b>D</b> | <b>M</b> | <b>P</b> |
|---------------------------------------|----------|----------|----------|
| Level 2 Award in ICT (= 2 GCSE)       | 16       | 26       | 14       |
| Level 2 First Award in ICT (= 1 GCSE) |          | 2        | 11       |

## Diploma

**Principal Learning** at Level 2 is graded A\*, A, B, and C. These are equivalent to 5 GCSE passes at the same grade.

**Projects** are graded on the same system but at both levels they are equivalent to half a GCSE.

|                              |                            | A* | A  | B  | C | U |
|------------------------------|----------------------------|----|----|----|---|---|
| Engineering                  | Principal Learning Level 2 |    | 1  | 8  | 9 |   |
| Society Health & Development | Principal Learning Level 2 |    | 1  | 7  | 6 |   |
|                              | Project Level 2            | 6  | 20 | 12 | 8 |   |

**Functional Skills** are a component of the Diploma but may also be taken as a separate qualification by students not aiming for a Diploma. The only grade available is Pass; a Level 2 Pass is equivalent to a GCSE Short Course B; a Level 1 Pass to a GCSE Short Course F.

| Functional Skills subject                | Level 2 passes | Level 1 passes |
|--|----------------|----------------|
| English                                  | 28             |                |
| Information and Communication Technology | 23             |                |
| Mathematics                              | 28             |                |

## **SIXTH FORM RESULTS (ST. GEORGE'S STUDENTS ONLY)**

### **GCE A LEVEL**

For double award courses the results shown are the number of students achieving each grade.

|                                      | Number achieving each grade |   |   |   |    |   |   |
|--------------------------------------|-----------------------------|---|---|---|----|---|---|
|                                      | A*                          | A | B | C | D  | E | U |
| Biology                              | 1                           | 1 | 1 | 2 | 3  | 2 | 1 |
| Business (vocational – single award) |                             | 1 | 7 | 6 | 2  | 2 |   |
| Business (Vocational) – double award |                             | 5 | 3 |   |    |   |   |
| Chemistry                            |                             | 2 | 3 | 1 | 3  |   |   |
| Communication Studies                |                             | 2 | 4 | 2 | 1  |   |   |
| Computing                            |                             |   |   |   |    | 2 | 4 |
| D&T : Product Design                 |                             |   | 3 | 2 | 3  | 2 |   |
| Drama                                |                             |   |   | 1 | 1  | 2 |   |
| Economics & Business                 |                             |   |   | 6 | 1  | 1 |   |
| Electronics                          |                             |   | 1 |   | 3  | 3 |   |
| English Language                     |                             | 1 | 1 | 1 | 1  |   |   |
| English Language & Literature        | 1                           | 2 | 4 | 6 | 11 | 3 |   |
| English Literature                   |                             |   | 1 | 1 | 1  |   |   |
| Film Studies                         |                             |   |   | 3 | 3  | 2 |   |
| Fine Art                             | 1                           | 1 | 1 | 2 | 3  |   |   |
| French                               |                             |   |   |   | 2  |   |   |
| Further Maths                        |                             | 1 |   |   | 1  |   |   |
| Geography                            | 1                           | 1 | 6 | 2 | 2  | 1 |   |
| German                               |                             |   | 2 |   | 2  | 1 |   |
| Government & Politics                | 1                           | 1 | 6 | 2 | 2  | 1 |   |
| Health & Social Care (single award)  |                             |   | 2 | 3 | 4  |   |   |
| History                              |                             |   | 4 | 5 | 2  | 3 |   |
| Human Biology                        |                             |   |   | 2 |    | 1 |   |
| Law                                  |                             |   |   |   | 3  | 1 |   |
| Mathematics                          | 3                           | 5 | 3 | 3 | 3  | 1 | 1 |
| Media Studies                        |                             |   | 3 | 3 | 1  |   |   |
| Physical Education                   |                             |   | 3 | 2 | 4  | 2 | 1 |
| Physics                              |                             | 4 | 1 | 3 | 2  | 3 | 4 |
| Psychology                           |                             | 1 | 4 | 1 | 10 | 3 |   |
| Religious Studies                    |                             | 1 |   | 2 | 1  | 1 |   |
| Science in Society                   |                             |   | 1 | 3 | 1  | 1 |   |
| Science (vocational)                 |                             |   |   | 3 | 1  | 2 |   |
| Sociology                            |                             |   | 1 | 5 |    |   |   |
| Spanish                              | 1                           |   |   |   |    |   |   |
| Textiles                             |                             |   |   | 3 | 3  |   |   |
| Travel & Tourism                     |                             |   | 1 | 3 |    |   |   |

## BTEC

Numbers given are numbers of students achieving that level. Possible grades are Distinction\* (D\*), Distinction, Merit and Pass, equivalent to GCE A2 A\*, A, C and E respectively.

BTEC Level 3 Diploma is equivalent to a double award GCE; BTEC Level 3 Extended Diploma is equivalent to a triple award GCE. The BTEC Specialist Diploma and BTEC Subsidiary Diploma are each equivalent to a single award GCE.

|  | D* | D | M | P | U |
|--|----|---|---|---|---|
| Art & Design (Level 3 Subsidiary Diploma)    |    |   |   | 1 |   |
| Art & Design (Level 3 Diploma)               | 3  | 5 | 3 | 3 |   |
| Music (Level 3 Subsidiary Diploma)           | 1  | 1 | 1 | 1 |   |
| Music (Level 3 Extended Diploma)             | 1  |   |   |   |   |
| Performing Arts (Level 3 Diploma)            |    |   | 2 | 2 |   |
| Public Services (Level 3 Subsidiary Diploma) |    |   | 1 |   |   |
| Public Services (Level 3 Extended Diploma)   | 1  | 2 | 3 |   |   |
| Sports Studies (Level 3 Diploma)             | 1  |   | 1 | 2 |   |

## Diploma

**Principal Learning** at Level 3 is graded A\*, A, B, C, D and E. These are equivalent to 1½ A2 GCE passes at the same grade.

**Projects** are graded on the same systems as the equivalent Principal Learning. A Level 3 Project is equivalent to ½ of an A2 GCE pass at the same grade.

|                              |                            | A* | A | B | C | D | E | U |
|------------------------------|----------------------------|----|---|---|---|---|---|---|
| Construction                 | Principal Learning Level 3 |    | 3 | 3 |   | 2 |   |   |
| Engineering                  | Principal Learning Level 3 |    | 2 | 6 | 2 | 2 |   |   |
| Society Health & Development | Principal Learning Level 3 |    | 2 | 5 | 8 |   |   |   |
|                              | Project Level 3            |    | 4 | 6 | 6 | 9 | 4 |   |

## OCR National awards in ICT

Grades available are Distinction, Merit and Pass.

OCR National Certificate is equivalent to a single award GCE.

OCR National Diploma is equivalent to a double award GCE.

|                      | D | M | P | U |
|----------------------|---|---|---|---|
| National Certificate | 3 | 4 | 6 |   |
| National Diploma     | 2 |   | 2 |   |



# Academy Dates and Holidays 2014 - 2015

|                                 |                  |                         |                       |
|---------------------------------|------------------|-------------------------|-----------------------|
| <b>Term 1 2014</b><br>(36 days) | <b>Tuesday</b>   | <b>2 September 2014</b> | <b>(Training Day)</b> |
|                                 | <b>Wednesday</b> | <b>3 September 2014</b> | <b>(Training Day)</b> |
|                                 | Thursday         | 4 September 2014        | (First Day of Term)   |
|                                 | Thursday         | 23 October 2014         | (Last Day of Term)    |
|                                 | <b>Friday</b>    | <b>24 October 2014</b>  | <b>(Training Day)</b> |

|                                 |          |                  |                     |
|---------------------------------|----------|------------------|---------------------|
| <b>Term 2 2014</b><br>(34 days) | Monday   | 3 November 2014  | (First Day of Term) |
|                                 | Thursday | 18 December 2014 | (Last Day of Term)  |

**Bank Holidays:**  
**Thursday 25 & Friday 26 December 2014**  
**Thursday 1 January 2015**

|                                 |               |                       |                       |
|---------------------------------|---------------|-----------------------|-----------------------|
| <b>Term 3 2015</b><br>(29 days) | <b>Monday</b> | <b>5 January 2015</b> | <b>(Training Day)</b> |
|                                 | Tuesday       | 6 January 2015        | (First Day of Term)   |
|                                 | Friday        | 13 February 2015      | (Last Day of Term)    |

|                                 |        |                  |                     |
|---------------------------------|--------|------------------|---------------------|
| <b>Term 4 2015</b><br>(25 days) | Monday | 23 February 2015 | (First Day of Term) |
|                                 | Friday | 27 March 2015    | (Last Day of Term)  |

**Bank Holidays:**  
**Good Friday 3 April & Easter Monday 6 April 2015**

|                                 |         |               |                     |
|---------------------------------|---------|---------------|---------------------|
| <b>Term 5 2015</b><br>(28 days) | Tuesday | 14 April 2015 | (First Day of Term) |
|                                 | Friday  | 22 May 2015   | (Last Day of Term)  |

**Bank Holidays:**  
**Monday 4 May & Monday 25 May 2015**

|                                 |                 |                     |                       |
|---------------------------------|-----------------|---------------------|-----------------------|
| <b>Term 6 2015</b><br>(38 days) | Monday          | 1 June 2015         | (First Day of Term)   |
|                                 | Wednesday       | 22 July 2015        | (Last Day of Term)    |
|                                 | <b>Thursday</b> | <b>23 July 2015</b> | <b>(Training Day)</b> |

A full calendar of Academy events is published in September each year

## Parents' Evenings (Sleaford Site)









|         |                             |           |                   |
|---------|-----------------------------|-----------|-------------------|
| Year 7  | Parents with Form Tutors    | Thursday  | 25 September 2014 |
| Year 7  | Parents' Evening            | Wednesday | 18 March 2015     |
| Year 8  | Parents' Evening            | Wednesday | 4 March 2015      |
| Year 9  | Curriculum & Advice Evening | Wednesday | 21 January 2015   |
| Year 9  | Parents' Evening            | Wednesday | 28 January 2015   |
| Year 10 | Parents' Evening            | Wednesday | 3 December 2014   |
| Year 11 | Parents' Evening            | Wednesday | 22 October 2014   |

## Parents' Evenings (Ruskington Site)

|         |                             |          |                   |
|---------|-----------------------------|----------|-------------------|
| Year 7  | Parents with Form Tutors    | Thursday | 25 September 2014 |
| Year 7  | Parents' Evening            | Tuesday  | 24 March 2015     |
| Year 8  | Parents' Evening            | Tuesday  | 10 March 2015     |
| Year 9  | Curriculum & Advice Evening | Tuesday  | 27 January 2015   |
| Year 9  | Parents' Evening            | Tuesday  | 20 January 2015   |
| Year 10 | Parents' Evening            | Tuesday  | 9 December 2014   |
| Year 11 | Parents' Evening            | Tuesday  | 21 October 2014   |

## Policies

Parents may request copies of the Academy policies listed below:

-  Access to Student Records
-  Anti-Bullying
-  Assessment
-  Behaviour
-  Charging Policy
-  Health and Safety
-  Safeguarding Children and Young People
-  Sex and Relationship Education

Parents may also request a copy of the Complaints Procedure. The number of formal complaints made to the Academy in the Academic year 2013-2014 was 2.

All of the above policies and procedures are available from Mrs M Holwell at the Academy at a cost of £5. Policies may also be viewed at the Academy or on the Academy website.

***The Principal can be contacted at all times on: 07747791174***

# Our Curriculum Subjects

## English

The English Faculty is housed in spacious classrooms each with an Interactive Whiteboard. Additionally there is an English ICT room for use by students of all ages, as well as new wireless laptops, which can be booked out for use in classrooms.

The Faculty has close links with the LIRC to promote and encourage a love of reading in all of our students. All students are encouraged to read for pleasure through library visits, ILID days, competitions and private reading in lessons.

### Key Stage 3

All students in Years 7, 8 and 9 follow detailed differentiated Schemes of Work, which aim to improve students' responses to a wide range of fiction and non fiction texts. The Faculty has a wide range of high quality contemporary fiction texts designed to engage students of all abilities. Topics studied include:

- Novels
- Non fiction
- Creative writing
- Poetry
- Plays
- Shakespeare

All students are assessed on their reading, writing and Speaking and Listening levels over the course of the year in the form of standardised assessments.

Homework is set twice a week and is designed to reinforce basic skills, practise reading, writing and the ability to research.

### Key Stage 4

All students follow the AQA GCSE syllabus and are entered for their English Language GCSE examination Unit (worth 40%) at the end of Year 11, either at Higher or Foundation Tier. Students will be regularly monitored and assessed during the course of the two years in order to ensure that the appropriate Tier is selected.

All students will need to produce written coursework, which is done as Controlled Assessments within classrooms. These Units are:

- Extended Reading
- Creative Writing
- Spoken Language Study

In addition students will produce 3 pieces of Speaking and Listening Controlled Assessments in class focussing on discussion, role play and presentation.

In Year 11 students will also have the opportunity to study for an English Literature GCSE. Students need to complete a piece of Controlled Assessment on Shakespeare and the English Literary Heritage.

### Key Stage 5

#### English Literature

Students who opt for AS Literature will study the AQA syllabus Specification A -The Struggle for Identity in Modern Literature. Students will produce two pieces of coursework based on a novel and play. They will also cover a wide range of literature texts in preparation for the examination Unit. Unit 1 Texts studied: Close reading – And Still I Rise – Maya Angelou. Wider reading – Collected Poems of Langston

Hughes; A Streetcar Named Desire; Small Island. Unit 2 Texts studied: Prose: The Colour Purple; Drama: Making History. Students are encouraged, through close links to the LIRC, to read around the subject to improve their wider knowledge.

Those students who wish to continue onto A2 Literature will study a further two Units. Theme – Love Through the Ages. Unit 3: Students cover three texts from poetry, prose and drama across time and written by both men and women. Unit 4: Students complete a piece of coursework based on three texts linked with 'Love Through the Ages'.

### **English Literature and Language**

This popular AQA Specification B course combines the study of literary and non literary texts linked by a theme. At AS Level students compare two paired texts for their coursework and have the opportunity to produce creative writing based on these. They also study an anthology in preparation for the examination. In A2 students base their coursework on their own two chosen texts from an allowed reading list to produce two transformations. Again students are encouraged to read as widely as possible. The examination is based on a drama text and non fiction writing.

## **Mathematics**





The Mathematics department consists of classrooms with interactive SMARTboards and a dedicated ICT room as well as a laptop bank which can be used in any of the classrooms.

### **Key Stage 3**

Maths in Key Stage 3 follows the Strategy which continues on from the Key Stage 2 Numeracy Strategy. The National Curriculum for Mathematics has Five Strands of Progression: Mathematical Processes & Applications, Number, Algebra, Geometry & Measures and Statistics.

There are topics within each Strand ranging from Level 1 up to Level 8 (There is extension work beyond Level 8 for particularly gifted mathematicians).

Students undertake a wide variety of activities including:

-  Number - the four rules, fractions, decimals, percentages and ratio.
-  Algebra - patterns, finding a rule, solving equations.
-  Geometry and Measures - symmetry, area, perimeter, volume, angles, polygons.
-  Statistics: statistical diagrams, averages, probability

Each unit of work will involve problem solving and practical applications of mathematics.

We set homework once a week which is aimed at confirming their knowledge which they have learnt in class; occasionally we may use websites such as [www.mymaths.co.uk](http://www.mymaths.co.uk) which can allow the pupil to gauge their current understanding of the topic. The pupil can also review the lesson material on that website.

### **Key Stage 4**

During Year 10 pupils will work towards their GCSE in Mathematics and a GCSE in Statistics.

There are two levels of entry at GCSE level (Foundation and Higher). Each subject will be entered for the one which is appropriate for his/her ability in Mathematics and Statistics.

**Foundation Tier**                      **leads to GCSE grades C, D, E, F, G;**

**Higher Tier**                            **leads to GCSE grades A\*, A, B, C, D, E**

It is important that pupils are entered for a tier which they can cope with as failure to gain the pass mark in any tier will leave them without a GCSE grade in Mathematics.

### **Statistics GCSE**

Pupils will sit their GCSE in Statistics at the end of Year 10.

Assessment procedure (Examination Board: EDEXCEL)

25% of the final grade is based on a controlled assessment to be started in November and completed by March of Year 10. The controlled assessment is a statistical analysis on one of three “real life” situations decided by the examination board; past projects have looked at comparing Olympic track and field results with school track and field results. 75% of the final grade is based on a single paper examination.

### **Mathematics GCSE**

Pupils will sit their GCSE in Mathematics at the end of Year 11.

Assessment procedure (Examination Board: EDEXCEL)

Terminal Examination – 100% two papers, one without a calculator and one where a calculator is allowed, coursework is no longer a part of the GCSE Maths assessment.

For our gifted and talented Mathematicians we offer an additional qualification in Level 2 Further Mathematics. This is aimed at those pupils who will continue studying Mathematics at A level and possibly beyond. The course is taught after school and is examined by two written papers at the end of Y11.

### **Key Stage 5**

Students who undertake Mathematics beyond GCSE will study for the A-Level provided by OCR. This A-Level is modular in style and requires the student to be proficient in 6 modules. They will take modules in 4 Core areas (covering differentiation and Integration, coordinate geometry, sequences and vectors) with an option to take further modules in Mechanics, Statistics and Decision.

Students generally take 3 papers In Year 12 and a further 3 papers in Year 13. If time permits, a further module may be taken which can give the opportunity to substitute one of the module scores to give an overall higher attainment. We also offer an AS in Further Mathematics for those students in Year 13 interested in taking their Mathematics even further by opting to take additional module in their own time.

## **Science**

### **Key Stage 3 SCIENCE OUTLINE**

St George’s Academy delivers the KS3 course over the first two years in order to give students the foundation on which to build success at both GCSE and A level. The main areas of study include:

**Organisms, Behaviour and Health:** Life processes, cells, health, variation and classification, feeding relationships

**Chemical and Material Behaviour:** Solids, liquids and gases, periodic table, pH scale for acids, bases and alkalis

**Energy, Electricity and Forces:** Energy, forces, electric currents and magnetism

**The Environment, the Earth and the Universe:** Rock types, astronomy, and the environment

### **Key Stage 4 SCIENCE PATHWAYS**

At St George’s Academy we always provide a variety of pathways through Key Stage 4 to ensure that all students can succeed and achieve in science. Students will start their Key Stage 4 study in Year 9 so that we are able to provide flexibility and not just lock students into one course. By monitoring students early we are able to ensure that they are on the right pathway for them. The courses available are:

#### **BTEC Science**

Students are rewarded along the way for consistent hard work and demonstration of their knowledge, without the added pressure of exams at the end. A BTEC in Applied Science offers active learning in a vocational context and builds confidence, competence and motivation in your learners.

#### **GCSE Science**

GCSE specifications in science should encourage students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. They should provide insight into and experience of how science works, stimulating learners' curiosity and encouraging them to

engage with science in their everyday lives and to make informed choices about further study and career paths.

### **GCSE Additional Science**

This qualification is equivalent to one GCSE and builds on the work covered in GCSE Science. Successful completion of GCSE Additional Science along with GCSE Science will allow progression to GCE, BTEC Nationals and other post-16 science and science-related programmes.

### **GCSEs in Biology, Chemistry and Physics**

The aims of these courses are to develop students' understanding of the science around them that affects them in their everyday life. They will also develop students' questioning, analytical and evaluative approach to scientific problems and issues and help to advance their practical skills in science and an understanding of how science works. Hopefully students will take their enthusiasm about science on to continued study.

### **Key Stage 5 SCIENCE Courses**

The Science department offers a full range of courses to allow all students to access science at KS3. The courses available are:

- 🌸 Btec Applied Science
- 🌸 A Level Applied Science
- 🌸 A Level Biology & Human Biology
- 🌸 A Level Chemistry
- 🌸 A Level Physics
- 🌸 A Level Electronics



## Computing and ICT

### **Overview**

ICT is compulsory for all students throughout Years 7-9, studied for 1 hour a fortnight in year 7, 1 hour a week in 9, a 13 hour block in Y8. Students follow a series of modules during KS3, ranging from network familiarity to programming. In Years 10 & 11 students are able to opt to continue with ICT or Computing. In The Sixth Form students have a similar choice of courses to those in KS4 and may opt for any of these whether or not they have studied ICT in Year 10 & 11.

### **Key Stage 3**

Students in Y7 will study the use of popular types of application software including; Word Processing, Spreadsheet, Presentation, Desk Top Publishing, Multimedia and the correct use of The Academy network. The different software types are used regularly during the key stage as part of a topic or module. Y8 students will study an ICT module for approximately 13 weeks which will extend the students thinking and planning skills and the integration of more than one piece of software. Once in Y9 students will be studying a mix of ICT and Computing units in order to prepare them for KS4 option choices.

### **Key Stage 4**

Students in Years 10 & 11 study either the Cambridge National in ICT or GCSE Computing, however, these are options in KS4. Students following The Cambridge National will complete an examination in 'Understanding Computer Systems', a controlled assessment entitled 'Create Business Solutions' and then two units selected from; Multimedia Design, Video/Sound Editing, Advanced Spreadsheets, Advanced Databases, Digital Images or Programming. Students studying Computing will learn about the more technical aspects of computers including; programming concepts, system architecture, hardware, software, number systems and more.

### **Key Stage 5**

Students in Years 12 & 13 have a choice of three courses. A single award or a double award in the Cambridge TEC at Level 3 in ICT or an 'A' Level in Computing. The Cambridge TEC at Level 3 in ICT is

100% coursework and is assessed by the class teacher. The 'A' Level in Computing is 75% examined and 25% coursework which are both assessed by the exam board. The topics studied are similar to those studied in KS4 on The Cambridge National at a more advanced level.

## Design and Technology

Design Technology is concerned with developing the capability to combine designing and making skills with knowledge and understanding in order to design and make high quality products. At St. George's Academy Design Technology is compulsory for all students at KS3 where a wide range of Technology subjects are offered. At KS4 students have the choice to study one or more Technology subjects at either GCSE or through the BTEC vocational route. In the Joint Sixth Form a range of AS, A2, L2 and L3 BTEC courses are offered as a natural progression from the subject specific courses in Key Stage 4.

### Key Stage 3

The curriculum offered at Key Stage 3 is planned using the Key Stage 3 Strategy guidelines and is designed to give students a broad and balanced experience of designing and making. Student tracking is carried out to ensure all students visit all areas offered in D&T by the end of Y8. D&T subject areas are based upon three term modules in Years 7 & 8 and six term modules in Y9, which are organised into rotations.

At KS3 all students have the opportunity to study Electronics, Engineering, Food, Graphics, Product Design, Textiles and Resistant Materials as part of their Design Technology curriculum.

### Key Stage 4

In KS4 a wide choice of Technology subjects are offered to students and all are taught by staff who specialise in their own particular Technology subject.

The following courses on offer are:

OCR: D&T: Electronics & Control Systems (GCSE)

OCR: D&T: Food Technology (GCSE)

OCR: D&T: Graphics (GCSE)

OCR: D&T: Product Design (GCSE)

OCR: D&T: Resistant Materials (GCSE)

OCR: D&T: Textiles Technology (GCSE)

OCR: Engineering (GCSE)

EDEXCEL: BTEC Construction (L2)

EDEXCEL: BTEC Engineering (L2)

WJEC: Child Development (GCSE)

WJEC: Catering (GCSE)

### Key Stage 5

The post 16 curriculum offered within the department is expanding every year and at present we are able to offer:

A Level Graphics/Product Design

A Level Textiles

BTEC L3 Engineering

BTEC L3 Hospitality

BTEC L2 Motor Vehicle Technology

CAA Level 2 Trowel Trades

CAA Level 2 Joinery

Jamie Oliver L2 Cooking Skills

# Religious Education

St George's Academy has no affiliations to any particular religion or denomination. However, we enjoy a link with St Deny's parish church for the annual Carol Service. The local clergy are invited to offer assemblies throughout the year. Speakers from a variety of religious traditions are utilised where appropriate in RE lessons. Students learn about religion, ethics and philosophy as well as learning to reflect upon their own beliefs.

St George's Academy uses the framework of the Lincolnshire Agreed Syllabus for Religious Education at present.

Collective worship is of a broadly Christian nature. Reference is made to other faiths and a conscious effort is made that the prayers should be general enough not to offend the other faiths present in the Academy.

Parents have a right to withdraw their children from R.E. lessons and Collective Worship and should discuss this in the first instance with the Head of R.E. For any students who are withdrawn the parents should provide them with alternative work to be completed in class or in another suitable room in the school. If students do not have alternative work provided then they should join the RE lesson.

## Key Stage 3

After a basic introduction to the six major world religions, the Year 7 course investigates:

- What is religion all about?
- Christianity
- What is worship?

A variety of text books are used as well as suitable television programmes and discussions.

## Key Stage 4

Students may also choose RE as a full GCSE subject either as one of their options or as an additional after school subject.

## Key Stage 5





Philosophy and Ethics is offered at Key Stage 5.

# Physical Education and Sport

The ethos of the PE department is to *encourage participation and promote excellence*.

We aim to provide the highest quality physical education and school sport for all students of all abilities.

## Facilities

-  Extensive sports fields, on both sites which provide areas for Football, Rugby, Hockey, Athletics, Cross Country, Cricket and Rounder's.
-  Two sports halls which accommodate sports to include: Basketball, Badminton, Volleyball, Gymnastics, Dance and Personal Fitness Training.
-  Tarmac courts with eight Tennis courts and six Netball courts.
-  Fitness suite with a range of equipment to suit different training requirements

## Curriculum

### Key Stage 3 – Core Curriculum

All students receive two hours of high quality physical education each week.

### Key Stage 4 – Core Curriculum

All students receive two hours of high quality physical education each week in year 10 and one hour in year 11



*Activities taught include:*







Football, Rugby, Hockey, Netball, Basketball, Badminton, Volleyball, Handball, Cricket, Softball, Rounders, Athletics, Cross Country, Tennis, Gymnastics, Orienteering, Health Related Fitness, Boccia, Kurling

### **Key Stage 5**

Our 1st Rugby XV, Football, Basketball and Netball teams compete in regular fixtures on Wednesday afternoons.

Other sports facilities are available for use during this time on a recreational basis.

### **Examinations / Qualifications**

|  |   |             |
|--|---|-------------|
|  GCSE PE (AQA)            | } | Key Stage 4 |
|  BTEC level 2 First Award |   |             |
|  Sports Leaders Level 1   | } | Key Stage 5 |
|  A level PE (AQA)         |   |             |
|  Sports Leaders Level 2   |   |             |
|  BTEC Sport Level 3       |   |             |



### **Extra-Curricular Provision**

Activities and sports clubs take place at lunch time and after the Academy day, and are open to all students.

There are opportunities to represent the Academy in the majority of activities taught within the curriculum.

Students are also encouraged to represent their House in the Academy Inter House sports and subject competitions.

## **Art**

### **Key Stage 3**

This course follows on from Key Stage 2. It develops students' ability to produce creative work, exploring their ideas and recording their experiences. It is our aim to ensure all students become proficient in drawing, painting and sculpture as well as other art, craft and design techniques. Alongside and supporting the practical element, students will evaluate and analyse creative works and become familiar with the work of great artists, craft makers and designers, understanding the historical and cultural developments. Homework is set each week and should take 30 minutes to complete every week.

### **Key Stage 4**

#### **GCSE**

##### **Entry Requirements**

A good level 5 at Key Stage 3. Candidates must have ability to draw and be willing to experiment with a variety of materials and work in 3D.

##### **Aims and Content of the Course**

The Art and Design GCSE is split into 60% coursework and 40% exam.

The course requires candidates to develop an understanding of Art, Craft and Design through the evaluation of their own work and the work of artists, designers and craftspeople from different periods, cultures and traditions.

The course is 'unendorsed' which means candidates must experiment and work with a range of art, craft and design materials and processes. These can include:

- Drawing and Painting
- Print making
- Ceramics
- Textiles
- Three-Dimensional Studies

There is also the opportunity to use computers and photography to help inform their studies.

Candidates must show that they are capable of working from direct observation, memory and imagination. They should be able to write about artists and art movements in their own words, but above all they must be keen, hardworking and are advised that they should have at least a good level five by the end of Key Stage Three.

The course will allow students to develop their artistic ability in many areas. It will provide them with opportunities to use a variety of materials, approaches and help develop creativity, problem solving and research skills.

## **Btec Level 2 Award in Art**

### Entry Requirements

A good level 5 at Key Stage 3. Candidates must have ability to draw and be willing to experiment with a variety of materials and work in 3D.

### Aims and Content of the Course

These courses provide a practical, real-world approach to learning without sacrificing any of the essential subject theory. They can be taken alongside, or in place of GCSEs and other BTEC courses.

The BTEC Art aims to develop learners' ability to research and explore different aspects of art, craft and design from contemporary, historical and cultural sources. Learners will use other artists' work to inform and inspire their own creative work. They will develop their skills of presentation through organising and displaying their research findings.

Main objectives are to enable learners to gain an understanding and develop their own skills in 2D and 3D techniques, such as drawing, painting, photography, sculpture and print-making.

### Assessment procedures

Candidates can achieve Fail, Pass, Merit, Distinction or Distinction\*.

The BTEC level 2 certificate is equivalent to 1 GCSE. All work is coursework, but with an externally set assignment, which will be internally assessed and externally moderated.

### Career/further opportunities

BTECs are work-related qualifications suitable for a wide range of students. They are built to accommodate the needs of employers and allow progression to sixth form, college and eventually university. Once this course is completed, pupils may also progress on a higher BTEC level 3 Diploma or Art AS Level.

## Key Stage 5

### **Btec Firsts Level 3 Diploma & Subsidiary Diploma in Art and Design**

#### Entry Requirements

Students must have achieved a merit or distinction level 2. BTEC students are encouraged as independent learners and grow in confidence because the structure of the course allows for personal exploration and links to be made across different skill sets.

#### Aims and Content of the Course

The course is based around six mandatory units alongside additional specialist units which enable students to choose and study particular Art and Design subject areas in depth. The course units are taught through assignments covering printmaking, textiles, Fine Art, graphic design, film, photography, multimedia and 3D.



Students learn by completing assignments that are based on realistic Art & Design studio and workplace scenarios, challenges and briefs. They are encouraged to realise their creative potential by applying their ideas, techniques and training to these problem solving assignments using a variety of different art practices. Critical and contextual studies of other artists work are also used to develop students' practical and theoretical understanding.

Usually in the first year students begin work on predominantly mandatory Art and Design units and specialise in the second year.

#### Assessment procedures

Candidates can be awarded a Fail, Pass, Merit, and Distinction for their work.

The BTEC level 3 diploma is broadly equivalent to 2 A Levels. All work is coursework.

The BTEC level 3 subsidiary diploma is broadly equivalent to 1 A Level. All work is coursework.

#### Career/further opportunities

Upon completing the course students could go into Higher Education to study at Foundation or possibly Degree Level in areas including Graphic Design, Advertising, Fashion Design, Textiles, Multimedia or Fine Art. Alternatively, students can use the qualification to enter into other areas of training.

## **A Level**

#### Entry Requirements

It is recommended that pupils who opt for A level Art should have achieved a grade B at GCSE.

#### Aims and Content of the Course

The A level course should help to provide you with a sound grounding of knowledge, skills and understanding and as a foundation for further study. Furthermore, you should be able to develop the capacity to work independently. Successful practice in A level Art and Design requires time and commitment. An important aspect is the need to develop effective skills in the handling of materials and an appreciation of the different techniques and processes used by the past experience of other artists and craftspeople.

#### AS Course Outline

At AS students are introduced to a variety of experiences employing a range of media, processes and techniques appropriate to the chosen area of study:



- **AS Unit 1- Portfolio Unit-** A collection of selected art work which is mainly produced in the first part of the course. The Portfolio should demonstrate experimentation with processes and techniques and include an extended project on a theme of your choice from a selection given by your teacher.
- **AS Unit 2- Externally Set Assignment-** You will have two to four weeks to research a starting point chosen from a selection set by AQA. After the research period you will have five consecutive hours of supervised and unaided time where you will be expected to develop ideas on your chosen starting point. After this time you will have until the end of May to complete the assignment which is assessed as a whole.

### A2 Course Outline

At A2, candidates are required to build upon the knowledge, understanding and skills gained in AS with a greater depth of study:

- **A2 Unit 3- Personal Investigation-** This is the coursework element of the A2 course and includes both an extended written element (essay) and a practical project. Your teachers will give you guidance on how to approach this aspect of the course but if possible you should have reasonable access to original work both in galleries and museums.
- **A2 Unit 4- Externally Set Assignment-** In early February you will receive an exam paper set by AQA with eight possible starting points from which you will be expected to select one. Unlike the AS externally set assignment a number of artists, designers and craftspeople are mentioned as a catalyst for your research. You should also extend your study by looking at other individuals that you find relevant to your chosen starting point. After a period of study and research you will have fifteen hours of supervised time where you will be expected to complete your assignment which must demonstrate your ability to research, develop ideas and make links with contextual work. You must bring together all these elements to a successful conclusion.

### **BTEC Level 3 Subsidiary Diploma in Photography (Art and Design)**

#### Entry Requirements

There are currently no entry requirements although it is advised students considering this course have an active interest in Art or Design. It would also be advised that they have a wide range of Level 2 qualifications, including English, in order that they can cope with the demands of the theory element of the course.

Learners must have an interest in the creative industries and be motivated to work independently. Learners must also have the ability to review and evaluate their own efforts in order to develop their skills at level 3.

#### Aims and Content of the Course

The subsidiary diploma is equivalent to one A Level and is a two year course. It is a 60-credit and 360-guided-learning-hour qualification that consists of four mandatory units plus two optional units.

The mandatory units are;

- Visual Recording
- Materials, Techniques and Processes
- Ideas and Concepts
- Communication Through Art and Design

The optional units are;

- Photography Location Techniques
- Location Photography

The aim of this course is to introduce learners to the equipment and techniques needed to photograph in studios and on location. Learners will develop their photography skills when using equipment and techniques to create their own photography. Learners will develop the ability to communicate ideas in original and innovative ways. They will investigate contextual sources to explore and analyse the

creative ideas of different practitioners. Through this process learners will analyse the ideas and concepts used by practitioners to use as inspiration for their own work.

Learners have the great opportunity to work with a variety of cameras, lenses, and studio lighting equipment available at the school's own innovation centre. They will also have the opportunity to work off site in different locations.

#### Assessment procedures

Candidates can be awarded a Fail, Pass, Merit, or Distinction for their work. The BTEC level 3 is broadly equivalent to 1 A Level. All work is coursework.

#### Career/further opportunities

Upon completing the course students could go into Higher Education to study at Foundation or possibly Degree Level. Alternatively, students can use the qualification to enter into other areas of training. Upon successful completion of the course, students can apply through exemption to the Royal Photographic Society in order to become a Licentiate. This prestigious award allows the students to have LRPS after their name and use the RPS logo for their stationery (membership fee applies).

## Business Studies

### **Key Stage 3**

In Year 9 students study 'Business Enterprise' and the tools used for planning and running a small enterprise. Upon successful completion of the course, students will be able to research and develop a business idea culminating in the sales of their product.

### **Key Stage 4**

#### **IFS – Certificate in Financial Education – Level 2**

This qualification is delivered across the academy to support student awareness of the importance of personal financial planning and money management. It is designed to give a thorough understanding of budgeting, pay and taxation etc alongside the products and services provided by the financial institutions such as HP and loans etc. The course explores the implications of debt and the impact of changes in interest rates for example, on personal budgets,

#### **Edexcel – First Award in Business – Level 2 BTEC**

This qualification is designed to give students a flexible and predominantly coursework focussed approach to studying a full programme of business studies. This course includes field visits, for example Alton Towers and a programme of applied learning, with case studies and project work supported by guest speakers and student research. An external examination of one of the core units is also taken, which is worth 25% of the final grade.

#### **Edexcel – First Award in Travel and Tourism – Level 2 BTEC**

This qualification is constructed to give students a thorough understanding of business studies in the context of the Travel and Tourism industry. This course includes field visits, a programme of applied learning with case studies and project work, based on both the UK and International tourism industry. An external examination is taken, which covers the travel and tourism industry and its economic importance in the UK. This examined element of the course is worth 25% of the final grade.

### **Key Stage 5**

#### **Edexcel - A Level Applied Business Studies (Single & Double Award)**

This qualification is designed to give students a broad academic and practical introduction to business and helps them develop and apply knowledge in a variety of work-related situations. Students will create business plans and become proficient in marketing and financial management skills. They will launch and operate their own enterprise business, in addition to planning and running their own events.

## **OCR - A Level Travel & Tourism (Single & Double Award)**

This qualification is designed to give students a broad practical but equally solid theoretical understanding of the Travel & Tourism sector, the characteristics and trends in this industry as well as financial planning skills. The course aims to also promote an appreciation and development of practical skills through a range of hands on practical projects. For example, students are expected to research, plan, market and organise a joint group event and in addition, plan and deliver their own personal guided tour of a location of their choice.

## **Edexcel – First Award in Travel and Tourism – Level 2 BTEC**

This qualification is designed to be delivered within a year alongside work experience and sector specific awards in Health & Safety etc. The course is designed to assist students who need to consolidate their learning in preparation for the world of work or further study at L3. As in the Key Stage 4 course, the focus will be on core study skills, research and writing of coursework, alongside examination. The topics covered will include UK and foreign tourist destinations and explore the organisations and jobs within the Travel and Tourism industry. The external examination is taken, which covers the travel and tourism industry and its economic importance in the UK. This examined element of the course is worth 25% of the final grade.

## **IFS – Certificate in Personal Finance – Level 2**

For those students that have not studied the Certificate in Financial Education at Key stage 4, this course follows a similar syllabus but features 100% computer based assessment. It contains a general overview of personal finance and the use of both financial products and service, along with their relative advantages and disadvantages. The course explores the cost of credit, deductions from pay and personal budgeting etc and is designed to assist in the transition to independent money management.

# Drama





The Drama Department is well resourced and offers a wide variety of opportunities for all students. There are two dedicated drama teaching spaces and in addition the main hall has a fully equipped stage area. One of our teaching areas has full blackout facilities, a portable sound & light rig and a Smart board. The other teaching area is a classic studio space with fully integrated sound and lights plus a wide range of props and staging essentials. The drama department also has a range of video and camera equipment. We also have a selection of musical instruments and amplification including an electric piano which allow us to work closely with the music department.

The Drama Department offer a range of extra curricular activities which include both KS3 and KS4 Drama Clubs which have recently been involved in both the Shakespeare for Schools Festival and the National Youth Theatre Connections Festival. In addition to this the Drama and Music departments work closely together to present the annual academy production and numerous performance events throughout the year.

## **Key Stage 3**

In Year 7 Drama is delivered as an integral part of the English Curriculum. Students experience a range of Drama activities which are specifically targeted to compliment the National Curriculum. In Years 8 and 9 all students experience Drama as part of a subject carousel.

They will;





-  Learn and utilise basic drama techniques
-  Work cooperatively with other students and in turn improve their own communication skills.
-  Study play scripts and explore them through practical activities
-  Be given the opportunity to develop and devise their own performance pieces.

## **Key Stage 4**

At Key Stage 4 students can opt for a single GCSE in Drama or a BTEC Level 2 First Award in Performing Arts. The Drama GCSE is a traditional course which provides a thorough introduction to

Drama through a mixture of written and practical experiences. The Drama GCSE culminates in a final externally examined performance.

The BTEC course is a practical, work related course which offers a wide range of learning experiences. Students will develop their knowledge and understanding of;

-  Acting techniques
-  Scripted performance
-  Devised performance
-  Physical theatre

This course is assessed through coursework tasks.

Throughout both of these courses all students will have a number of opportunities to present their work to a variety of audiences.

### **Key Stage 5**

At KS5 the Drama Department offer the Edexcel Drama & Theatre Studies GCE A Level and the BTEC Level 3 Subsidiary Diploma in Performing Arts.

The Drama & Theatre Studies course is the more classically academic course and students learn through a combination of written and practical tasks. They undergo a final written examination and will also prepare and present a number of performance pieces to an external examiner.

The Performing Arts course is internally assessed and externally moderated. This course is delivered jointly by the Music and Drama Departments. The certification is achieved through the successful completion of coursework units. The coursework units are very work related and combine both written and practical tasks.

Both of these courses are sound preparation for those students wishing to study the performing arts at either university or other specialised training institutions. All students are given the opportunity to visit a range of performance venues and see a variety of professional performances.

## **Geography**

Are you interested in the world all around you? Do you like to know why natural hazards occur or why some countries are richer than others? Are you concerned about the environment? Do you want to develop skills you will find useful long after you have left school? There has never been a better time to study Geography and attempt to understand the world in which we live.

During Key stage 3 students have one lesson of Geography in Year Seven, two in Year Eight and one in Year Nine. The subject is brought alive by using a wide range of engaging and interactive resources, and a very high standard of teaching. The aim of our curriculum is to enthuse and engage students through the study of geography. The Year Seven course has a very skills orientated feel with a lot of use of maps, ICT, aerial photographs and other resources. These are used to study their local area in a lot of depth and later in the year to study rivers. The Year Eight and Nine courses have a more in depth thematic approach. We use a wide range of assessment approaches during Key stage Three to ensure that our students progress well and achieve their best. A brief overview of what we cover is shown on the table below, which follows the National curriculum.

|        | Module 1   | Module 2                | Module 3             | Module 4   | Module 5              | Module 6 |
|--------|--|-------------------------|----------------------|------------|-----------------------|----------|
| Year 7 | Getting to know our place                            |                         |                      |            |                       |          |
| Year 8 | How is Industry affecting our local area and planet? | Farming                 | Going Global         | Population | Great British Scenery |          |
| Year 9 | Tourism  | How powerful is nature? | Fragile Environments |            | Rivers & Coasts       |          |

### Key Stage 4

Geography is a popular option choice with students at GCSE and forms part of the English Baccalaureate. We follow OCR syllabus B and our previous GCSE results have been very strong with over 80% of students attaining A\* - C and almost 30% gaining A\* - A.

The course has a traditional flavour to it with the study of natural hazards, rivers, coasts, population and economic geography. However, it has a very contemporary setting and outlook. An overview of the course can be seen in the table below:

| 2014 - 16 | Term 1                             | Term 2 | Term 3                                | Term 4 | Term 5           | Term 6                             |
|-----------|------------------------------------|--------|---------------------------------------|--------|------------------|------------------------------------|
| Year 10   | <u>Natural Hazards</u>             |        | <u>Rivers &amp; Coasts</u> SDME focus |        |                  | <u>Population &amp; Settlement</u> |
|           |                                    |        |                                       |        | Fieldwork focus  |                                    |
| Year 11   | <u>Population &amp; Settlement</u> |        | <u>Economic development</u>           |        | Revision / panic |                                    |
|           |                                    |        |                                       |        |                  |                                    |

The course is assessed using three different approaches; a traditional exam worth 50%, a decision making examination worth 25% and a controlled assessment worth 25% in total.

### Key stage 5

Geography is offered at both schools across the Joint Sixth Form. We follow the AQA Specification which has a strong emphasis upon the study of contemporary issues, i.e. within the last 30 years. In particular, we look at the relationship of human populations to each other over space and time, and their relationship with their physical environment at a variety of scales from the local to the global. The Specification also encourages the acquisition of a broad range of skills, many of which will be useful in later life.

### AS TOPICS

#### Unit 1: Physical and Human Geography (70% of AS, 35% of A Level)

A 2 hour written examination with structured short and extended questions based on the study of four modules



## Physical Geography

- Core: Rivers, floods and management
- Coastal environments

## Human Geography

- Core: Population change
- Energy issues

### Unit 2: Geographical Skills (30% of AS, 15% of A Level)

A 1 hour written examination with structured skills and fieldwork questions

Skills include: investigative, cartographic, graphical, ICT and statistical skills.

The geographical skills paper is based on the content of Unit 1 and includes fieldwork.

## A2 TOPICS

### Unit 3: Contemporary Geographical Issues (30% of A Level)

A 2 hour 30 minutes written examination with structured short and extended questions, plus an essay based. This unit is based on study of at least three modules

#### *Physical topics:*

- Plate tectonics and associated hazards
- Ecosystems

#### *Human topic:*

- World cities
- Contemporary conflicts & challenges

### Unit 4: Geographical Issue Evaluation (20% of A Level)

An advance information booklet is pre-released 2 months prior to the exam to facilitate candidates' research into an area which extends from the specification content. The examination questions give candidates the opportunity to use their skills of analysis, synthesis and evaluation and is 1 hour 30 minutes long.

## Fieldwork

At St George's our fieldwork is based on sand dune ecosystems at Gibraltar point and urban environments in Hull.

# History

History is a fascinating subject, full of interesting people, places, events and colourful stories about the lives of others before us. It is the belief of the department that the subject should be brought to life with a stimulating classroom experience, coupled with appropriate visits to sites of historical importance. Recent visits have included castles, museums, and trips overseas to Poland and the French battlefields.

Knowing about the past is an amazing and very rewarding study that offers a window on different times and places. Sharing our heritage is essential to the education of every child if we are to develop our students into mature, considerate adults, capable of forming their own opinions and making decisions about their life with authority and understanding.

Many of our students at St. George's go on to study History at University where they complete Undergraduate and Post-Graduate qualifications to further enhance their skills, deepen their knowledge and satisfy their interests. Even for those that do not continue with the subject after they leave school, History can support understanding in other curriculum areas by providing a context and perspective for further study.

### Key Stage 3

Students study the following:

|        |  |
|--------|--|
| Year 7 | The Roman Empire<br>Britain during the Middle Ages   |
| Year 8 | Britain 1500 – 1750 (with a particular focus on the importance of religion and politics to the period).<br><br>Britain 1750 – 1900 (with the focus being the major economic and social changes of the period).<br>The French Revolution. |
| Year 9 | The making of the Twentieth Century - the major events and turning points that affected both Britain and the wider world.  |

### Key Stage 4

Students follow the OCR Modern World Syllabus. Among the topics covered are: International Relations since 1945, with particular emphasis given to the development of the Cold War from 1945-1975. British History 1890-1918; German History 1918-1945 and the History of the United States of America 1918-1945.

Assessment is by one piece of Controlled Assessment at the beginning of Year 11 and two examination papers at the end of Year 11.

### Key stage 5

The department offers the OCR specification. Assessment is by examination and coursework. Topics covered are:

|         |                  |   |
|---------|------------------|---|
| Year 12 | Britain 1918-51  | Germany 1933-63                           |
| Year 13 | Russia 1855-1964 | Bismarck and German Unification 1815-1871 |

In addition, the department also offers A – Level Government and Politics. This gives sixth form students the opportunity to learn about their own political system and debate contemporary political issues. It also affords them the opportunity to contrast this with the American experience in Year 13.

## Health and Social Care

### In Year 10 we offer GCSE Health and Social Care

This consists of two units, one which has an external examination and the other is assessed by coursework carried out under controlled conditions in the classroom. The external examination is taken at the end of Year 11.

### In Year 12 we offer two programmes of study

A Level Health and Social Care – this comprises of AS in Year 12 moving on to the full A Level qualification in Year 13. There are six units studied overall, four of which are assessed through coursework and two have externally set and marked examinations. The A Level is graded from A\*-E. OCR Cambridge Technical Level 3 in Health and Social Care – this is equivalent to two A Levels and is graded at Pass, Merit, Distinction or Distinction\*. The qualification consists of 14 Units which are all assessed throughout the two year programme of study.

# Life Skills

Life skills is an amalgamation of Personal, Social and Health Education, Citizenship and Careers, Education and Guidance. The Life Skills programme is taught by tutors Period 1 on a Friday and is supplemented by outside speakers. Through Life Skills, students have the opportunity not only to visit relevant topics for their personal development, but also to build their skills of critical thinking, communication and problem solving. The programme covers the majority of the key elements of Spiritual, Moral, Social and Cultural Education.

| Year 7                      | Year 8                                     | Year 9                         | Year 10                         | Year 11                             |
|-----------------------------|--|--------------------------------|---------------------------------|-------------------------------------|
| Personal Development        | Rights and Responsibilities                | Careers Education and Guidance | Healthy Lifestyles              | Personal Awareness                  |
| Introduction to Citizenship | Sex and Relationships Education and Safety | Crime and Law                  | Debate                          | Healthy Lifestyles for Work Balance |
| Friendships                 | Government                                 | Enterprise Project             | Business and Enterprise Project | Preparing for the world of work     |
| Health and Hygiene          | Drugs                                      | First Aid                      | The World of Work               | Applying for jobs and courses       |
| Local and Global Issues     | The Real Game                              | Family and Relationships       | Work Experience                 | Financial Aspects of Life           |
|                             |  | Identities and Diversity       |                                 | Hazards                             |

# Modern Foreign Languages

## Key Stage 3

Students at St George's Academy study either French, Spanish or German in years 7 and 8. In French the students follow a new and modern French course, *Studio*, which capitalizes on the students' prior knowledge of French and supports their learning in a fresh and appealing way. In Spanish students follow the course *Mira* and German is taught through the course *Echo*. In Year 9, students may have the opportunity to access a second language.

All three courses are supported by engaging ICT packages and all three languages are taught by specialist teachers using a variety of approaches including ICT. Students have access to an up to date computer suite where they can practise what they have learnt in the classroom using programs such as Fun With Texts or by playing vocabulary games on subscription websites. We also have a comprehensive range of web-based activities produced by Academy teachers, which students can access at home to support their learning.

## Key Stage 4

Students can opt to study for GCSE French, Spanish or German. Students studying GCSE languages have access to the Foreign Languages Assistant, a native speaker who works with small groups to provide personalized support and feedback. Students follow new courses designed to reflect the demands of the AQA examination. They also have access to the computer suite facilities and are taught in a dynamic and modern way by specialist staff in a well-equipped building dedicated to MFL.

## Key Stage 5

Students can study AS and A2 qualifications in French, Spanish or German. All students have individual access to the native speaking Language Assistant on a weekly basis where they get personalized support in order to prepare for the oral examination. Students have access to the ICT facilities and are offered a wide range of support and materials developed by the specialist teachers. Students cover

demanding and stimulating topics such as studying the work of film directors from a target-speaking country or study of the geography of a target language speaking region.

Every year we also support students who come to us already competent in another language. In recent years students from all year groups have taken GCSEs, AS and A2 levels in French, Spanish, German, Dutch, Russian, Arabic, Turkish and Polish.

## Music

The music department has a wide range of resources for students to use, both during their lessons and as part of extra curricular activities. This includes: rehearsal rooms, a recording studio, two computer suites with Apple Mac computers and a variety of musical instruments, both acoustic and electronic. The music department also offers a wide-range of extra curricular activities including: Senior Choir, Glee Club, Swing Band, Woodwind Ensemble, Samba Group, Music Production Group, Vocal Harmony Group and band rehearsal nights. The music department also makes a full contribution to cross curricular projects such as the annual Academy production and the Christmas Cabaret.

If students wish, they may opt to have instrumental lesson on an instrument of their choice. These are competitively priced and taught by qualified, experienced tutors. Students can choose from a range of instruments including brass, woodwind and string instruments, piano, keyboard, guitar, drums and singing.

### Key Stage 3

At key stage three, students will

- develop each of the interrelated skills of performing, composing and appraising in all activities;
- extend these skills through applying listening skills and musical knowledge and understanding;
- make connections between all areas of knowledge and musical experiences.

In particular, pupils should acquire and apply knowledge and understanding of:

- how music is constructed, e.g. the use of musical elements and devices;
- how music is produced, e.g. the use of instruments, ICT, musical processes and procedures, including relevant symbols and notations;
- how music is influenced by time and place, e.g. the effect of the occasion, purpose or venue

All students will have the opportunity to: develop their singing skills, learn to play a musical instrument through their music lessons, and use music technology to record and create music. Lessons have a practical focus with supporting theoretical study.

### Key Stage 4

At key stage four, students can opt to study for a BTEC Level 2 Award in Music or GCSE Music.

#### *BTEC Level 2 Award*

This qualification equates to one GCSE at grades A\*- C. The BTEC course is a practical, work-related course which offers a wide range of learning experiences. The course provides a thorough insight into the music industry as well as a plethora of practical opportunities to apply knowledge and understanding of music. Students will develop knowledge and understanding in the following areas:

- introduction to performance
- introduction to composition
- working in the music industry

Throughout the course students have a number of opportunities to perform for a variety of audiences.

## GCSE Music

This qualification is divided into three sections:

- Listening and Appraising (40%)
- Performing Music (30%)
- Composing Music (30%)

The course will provide students with a well-rounded understanding of the subject, as they will analyse music from four areas of study. These are: Western Classical Music; 20<sup>th</sup> Century Music; Popular Music in Context; and World Music. Assessment is through a mixture of coursework and examination.

## Key Stage 5

At key stage five students can opt to study for a BTEC Level 3 Diploma or Subsidiary Diploma in Music. These are two year courses which equates A levels at grades A\*-E. The courses have a practical foundation with supporting theoretical study. Students will study some of the following units:

- Music performance techniques
- Live music workshop
- Contemporary songwriting techniques
- Music theory and harmony
- Arranging music
- Music project
- Music investigation

# Film Studies AS/A2

Film Studies is a popular student-centred course that involves similar critical and analytical skills to those used in English Literature.

Students engage in detailed analysis of the techniques of film making (such as editing, sound, and cinematography), in order to understand the ways in which films produce 'meaning'. We also examine the film industry as a business, examining marketing, distribution and audience trends. Coursework is 50% of the course; the students produce, independently, one written analysis plus a creative project, which may be either a storyboard or a screenplay. At A2 we study World Cinema and the coursework includes a Small-Scale Research Project on a cinema topic of your choice.

Film Studies is designed to deepen your understanding and appreciation of film, building on the knowledge you already have. You will study how films make meaning, both through theoretical analysis and practical work. You will also study how films are produced and audiences consume them and also the messages and values that different films convey. Using a range of examples you will develop skills of observation, critical analysis and personal response. Film Studies AS and A2 provide an excellent preparation for both academic and practical higher education courses.

This course combines well with English, English Literature, Media Studies, Art, Drama, Sociology, Psychology, Photography and Communication Studies.

# Media Studies AS/A2

Media Studies is a popular subject which aims to ask questions about the role the media plays in all our lives.

The course allows students to draw on their own experience of the media and to develop their ability to respond critically to a range of media products and industries. It allows students to investigate a wide variety of media, including digitally based technologies (such as computer games) as well as television,

the music industry, films and print media products. Students are taught to draw on the key concepts of media studies to inform their analysis of texts, the industry and audience responses.

The specification also encourages students to engage with, and develop their understanding of, the media through their own production work. Coursework is a popular and successful element of this course, forming 50% of the marks available at AS and A2 levels. Students benefit from access to good quality technical equipment and professional software to enable them to produce high quality production work. At A2 in particular, students are given the opportunity to research a topic which will then form the basis for their production, thus encouraging them to create work that is informed by an understanding of contemporary media issues.

This is an exciting and developing curriculum choice for students and is supported by a suite of Apple Mac computers for research and editing. Additionally they have the support of experienced staff in the classroom.

## Psychology

Psychology is offered at AS and A2 level. Assessment is by external examination, two of which take place in Year 12 and two in Year 13. There is no coursework. Both years contribute 50% to the total A2 grade.

At AS, students are introduced to the methods used in psychological investigations. These are correlation, observation, experiment and self-report methods. Students sit a 1 hour external assessment on their knowledge and understanding of these methods, applied in mini case studies. This exam represents 30% of their final AS grade.

In addition students carry out in depth analysis and evaluation of 15 core studies published by eminent psychologists. These studies cover the key approaches and perspectives in psychology. This unit is assessed in a 2 hour external examination, covering all 15 studies, and is worth 70% of the total AS grade.

At A2 students are expected to expand and apply their knowledge and understanding of the subject in the specialist disciplines of Forensic Psychology and Health and Clinical Psychology. Various topics are covered in both and are assessed by a 2 hour external examination in mini essay format. This unit is worth 50% of the A2 grade and 25% of the full A-level.

The second A2 unit is externally assessed in a 90 minute examination titled "Approaches and Research Methods in Psychology". This unit consists of two parts. In the first, students will be required to use their knowledge of a specific research method to design a practical project. In the second part students will be tested on the psychological approaches, perspectives, methods, issues and debates. This unit is worth 50% of the A2 grade and 25% of the full A-level.

For further and more detailed information the full specification can be found at: [www.ocr.org.uk](http://www.ocr.org.uk)

## Sociology

Sociology is offered at AS and A2 level. Assessment is by external examination, two which take place in Year 12 and two in Year 13. There is no coursework.

### **AS Units:**

Unit 1 – Families and Households

Unit 2 – Education; Sociological Methods.

## **A2 Units:**

Unit 3 – Beliefs in Society

Unit 4 – Crime and Deviance; Theory and Methods

# Public Services

The BTEC Level 3 Extended Diploma in Public Services is designed to equip learners with the knowledge, understanding and skills required for a successful career in any of the uniformed or non-uniformed Public Services.

Public Services are at the very heart of our community, and those who pursue a career within one of the public services will be fulfilling a vital role in society. The BTEC Level 3 Extended Diploma in Public Services has a very practical emphasis. On completion, learners will have taken an important first step onto the ladder of a well-structured and rewarding career with one of the largest employment sectors in the country.

## **COURSES AVAILABLE**

We currently offer the BTEC Level 3 Extended Diploma in Public Services (Uniformed) at St George's Academy. However, a non-uniformed option is available.

## **COURSE CONTENT**

The BTEC Level 3 Extended diploma in Public Services is a 2 year course that consists of 5 mandatory units, plus optional units that provide a combined total of 180 credits. The Level 3 diploma carries up to 420 UCAS points and is broadly equivalent to 3.5 A levels graded A\*-C. The course is available for uniformed and non-uniformed pathways.

## **ASSESSMENT PROCEDURES**

All the units are assessed by course work. Assessment methods could include essays, projects, presentations and attendance at practical events such as residential experiences and other activities. Our students also use training opportunities provided by the emergency services and armed forces.

## **CAREER OPPORTUNITIES**

You may wish to use the qualification and UCAS points to gain entry to a university. Students who go to university do not necessarily need to study a public service related degree. Others may use the qualification in order to enter specialist areas of employment, obtain a commission in the Armed Services or seek direct employment in the public service sector.

## **COURSE ENTRY REQUIREMENTS**

In addition to the minimum requirement for Level 3 programmes, students should have a grade C or above in GCSE Maths and English.

# The Department for Children and Young People's Workforce

## **Early Years Education and Care Level 2 Certificate and Level 3 Diploma.**

The Department for Early Years Education and Care offers students the opportunity to study at Level 2 and Level 3 for a qualification that leads directly into employment or on to a University course.

The CACHE Level 2 Certificate in Early Years Education and Care prepares students to work with children aged between birth and five years, with knowledge of children aged five to seven years. The

qualification is made up of four themes of work; Introducing the role of the Early Years Practitioner, Legislation, Framework and Professional Practice, Play, Development and Learning for School and Professional Development.

All work is internally assessed by qualified Assessors; assessment includes tasks set by CACHE, assignments and assessment of practical work in the placement.

Learners can progress to the Level 3 Diploma in Early Years Education and Care or go into employment as a Nursery Assistant, Classroom Assistant, Pre-school Assistant and other related jobs.

The CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator) will train students to the highest standards and will provide the license to practise and the status of being an Early Years Educator.

The qualification enables students to work with children aged 0-5 years and gain knowledge of children aged 5-7 years.

There are four themes of work; Health and well-being, Legislation, frameworks and professional practice, Play, development and learning for school readiness and Professional development. To gain the qualification students must pass all of the units, complete a longitudinal study and demonstrate competence in a real work environment.

The qualification will take 2 years to complete.

In line with Level 2, all work is internally assessed by qualified Assessors; assessment includes tasks set by CACHE, assignments and assessment of practical work in the placement.

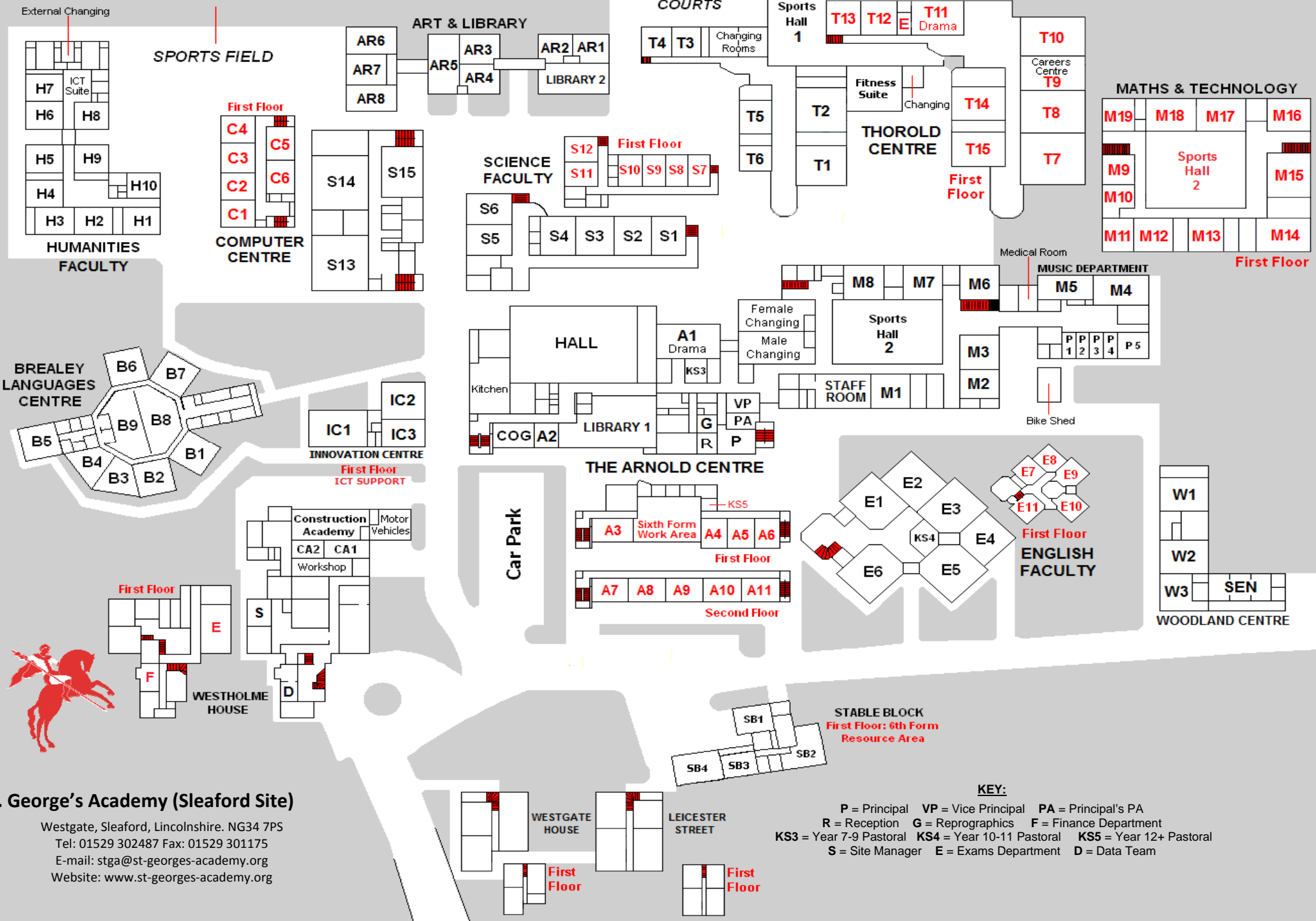
Students have time in work placements to develop the practical skills necessary to work effectively with children, families and professionals, with Academy based studies to underpin the knowledge requirement for this very important phase of human development.

Students will study theories supporting development, learn how to plan activities and lessons in line with current government guidelines, Health and Safety, communication skills, Paediatric First Aid, and build up their own professional development portfolio.

We expect students to set their own targets, be enthusiastic and committed to their chosen vocation, and to be ambassadors for the Academy. In return the department provide a supportive, dedicated atmosphere in which to work, where equality of opportunity and inclusive education are integral to our course.

We have a proven record of success both in employment and university places for our students and welcome those who are looking for a career in working with children and young people.





**St. George's Academy (Sleaford Site)**

Westgate, Sleaford, Lincolnshire. NG34 7PS  
 Tel: 01529 302487 Fax: 01529 301175  
 E-mail: stga@st-georges-academy.org  
 Website: www.st-georges-academy.org

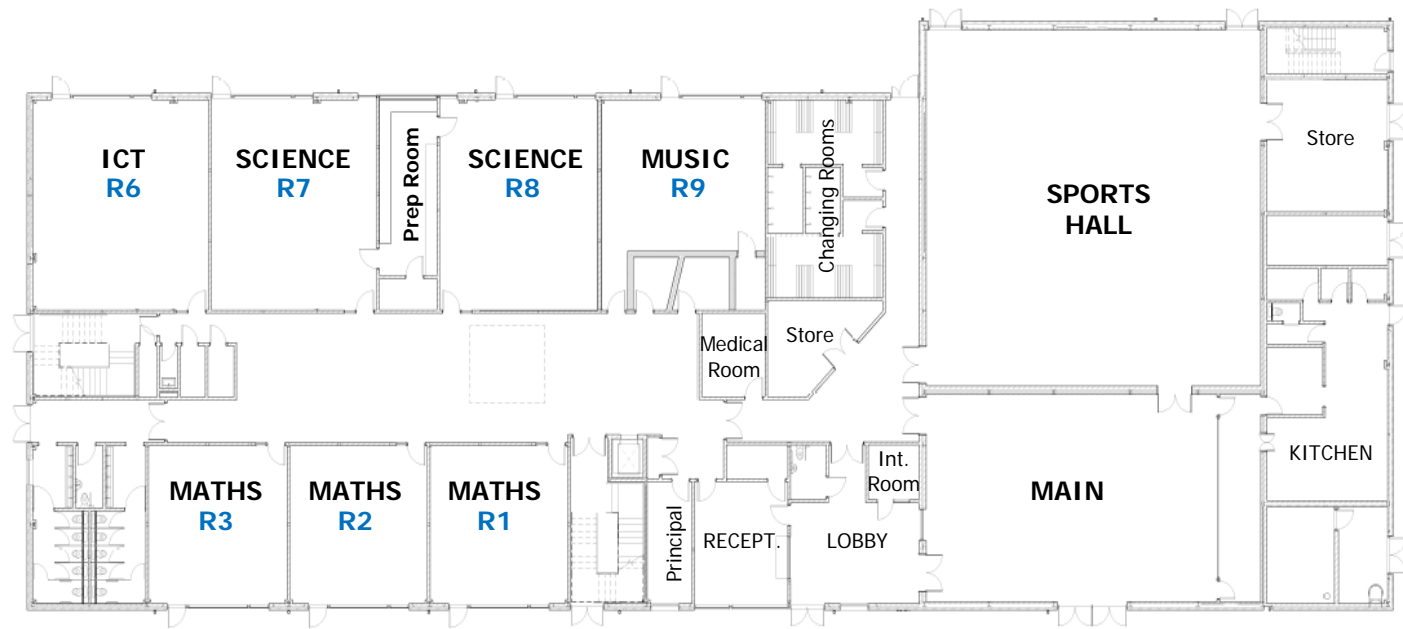
**KEY:**

P = Principal VP = Vice Principal PA = Principal's PA  
 R = Reception G = Reprographics F = Finance Department  
 KS3 = Year 7-9 Pastoral KS4 = Year 10-11 Pastoral KS5 = Year 12+ Pastoral  
 S = Site Manager E = Exams Department D = Data Team

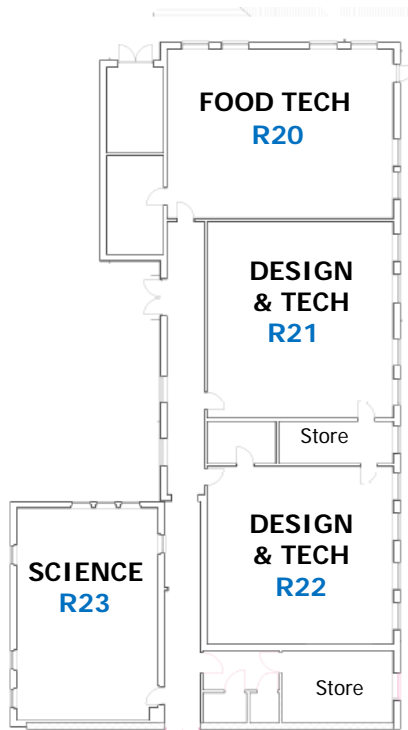


**St. George's Academy (Ruskington Site)**

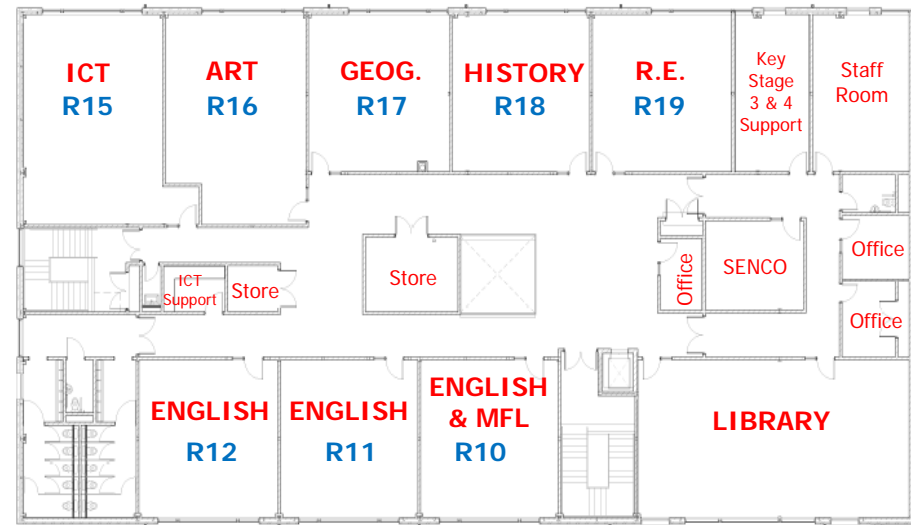
Sleaford Road, Ruskington, Lincolnshire. NG34 9BY  
 Tel: 01529 302487 Fax: 01529 301175  
 E-mail: stga@st-georges-academy.org



**GROUND FLOOR**



**REFERB BLOCK**



**FIRST FLOOR**