

**KING EDWARD VI**  
HIGH SCHOOL



PROSPECTUS 2021-22



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## Welcome to King Edward VI High School

King Edward VI is a place where we are acutely aware that each child only gets one chance with their education. Everything that we do is:

- **To support the young person**
- **To continue to improve the teaching and the learning in partnership with parents/carers**

The whole staff are totally committed to ensuring that **all** students must have the best opportunity possible to achieve their full potential. No student will be left behind regarding their progress.

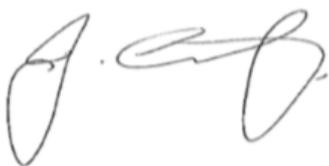
An outstanding school like King Edward VI, not only offers academic challenge and support, but also places great emphasis on the personal development and well-being of **all** students. There are an abundance of enrichment activities, ranging from sporting, musical and wider performing arts and leadership programmes to peer mentoring, active citizenship, numerous fund raising activities and national and international educational visits. Our School Council is a vibrant force within the school. It is very well led by our Head Boy and Head Girl through the Student Leadership Team (SLT) and whole School Council. Their input is vital and integral to the continued success and development of the school.

Choosing a school for your child to be safe, happy and achieve at is a crucial decision for any parent/carer. A school's website or any other documentation is very useful, but are no substitute for the reality of how a school actually feels and achieves. When you visit our school I have no doubt whatsoever that you will leave feeling reassured and impressed by what you see and hear.

Please visit our website to find out more about our school and why we think this is the right place for your child.

I look forward to meeting you.

Yours sincerely,



**Mr Jason Christey**  
**Headteacher**

## The School Day

School Opens	7:00 am
<b>Morning Registration or Assembly</b>	<b>8:45 am to 9:00 am</b>
<b>Period 1</b>	<b>9:00 am to 9:50 am</b>
<b>Period 2</b>	<b>9:50 am to 10:40 am</b>
Morning Break	10:40 am to 11:00 am
<b>Period 3</b>	<b>11:00 am to 11:50 am</b>
<b>Period 4 Year 7s (Until Year 7 are orientated with lunch time procedures)</b>	<b>11:50 am to 12:25 pm</b>
<b>Period 4</b>	<b>11:50 am to 12:40 pm</b>
Lunch Break Year 7s (Until Year 7 are orientated with lunch time procedures.)	12:25 pm to 1:15 pm
Lunch Break	12:40 pm to 1:15 pm
<b>Registration and Reading time</b>	<b>1:15 pm to 1:25 pm</b>
<b>Period 5</b>	<b>1:25 pm to 2:10pm</b>
<b>Period 6</b>	<b>2:10 pm to 3:00 pm</b>
Compulsory School Day Ends	3:00 pm
Period 7 (Post 16 and after school classes)	3:30 pm to 4:20 pm
Period 8 (Post 16 and after school classes)	4:20 pm to 5:10 pm
School Closes (Except for sports lettings, events, and performances)	6:00 pm



Barcelona: Just one of the many national and international educational visits

## General Information

King Edward VI High School is administered by Staffordshire County Council Education Committee. It serves Stafford and the Shropshire border and admits students aged 11 – 19 years.



A filtered and monitored ICT network provides students with a safe and secure environment for them to learn and have fun.

Address: **West Way, Stafford, ST17 9YJ**

Telephone: **01785 258546**

E-mail: **headteacher@kevi.org.uk**

Website: **www.kevi.org.uk**

Headteacher: **Mr Jason Christey**

Chair of Governors: **Mrs Mary Witts**

The school is just off the Newport Road at the top end of West Way and is situated in a large, extensive site bordered by Newport Road, Rowley Avenue and Rowley Park.

The school has traditionally welcomed students from Western Downs, the Rowley Avenue area, Forebridge, Doxey, the Highfield Estate and the villages to the west of Stafford i.e. Bradley, Derrington, Seighford, Haughton, Gnosall, Church Eaton and Woodseaves.

There are good positive all year round links established with all the main Primary Schools – St. Lawrence (Gnosall), St Giles (Haughton), Church Eaton, Castlechurch, Rowley Park Primary Academy, Doxey, Woodseaves, St. Paul's, St. Leonard's, Flash Ley, and Cooper Perry - and these links ensure a smooth and effective transfer at age eleven.



## Aims, Purposes and Values

### Aims

The overall aim of the school is "**be the best you can be**". Also the school aims to; **develop knowledge**, understanding and skills for lifelong learning, **provide quality teaching** and learning opportunities, **surpass all achievement** and attainment targets, **motivate** students to achieve their best, **develop positive relationship** and communication skills, establish a framework within which the **growth of the whole individual** is catered for in their educational pathway.

### Purpose

In order to give expression to the six broad aims set out above, the school has adopted a series of purposes as follows:

- Help young people achieve **independence**
- **motivate** students
- make sure that students **achieve success**
- ensure that students **enjoy** school and are happy
- **involve** students in their own learning in order to record **positive achievements** and report this to parents; create a caring, supportive ethos within which young people can **grow, develop and achieve their potential**
- provide **equality of opportunity**
- establish **positive relationships**
- encourage **responsibility** and **self-discipline**
- aim for **excellence** and **high standards**
- establish **good home - school relationships**

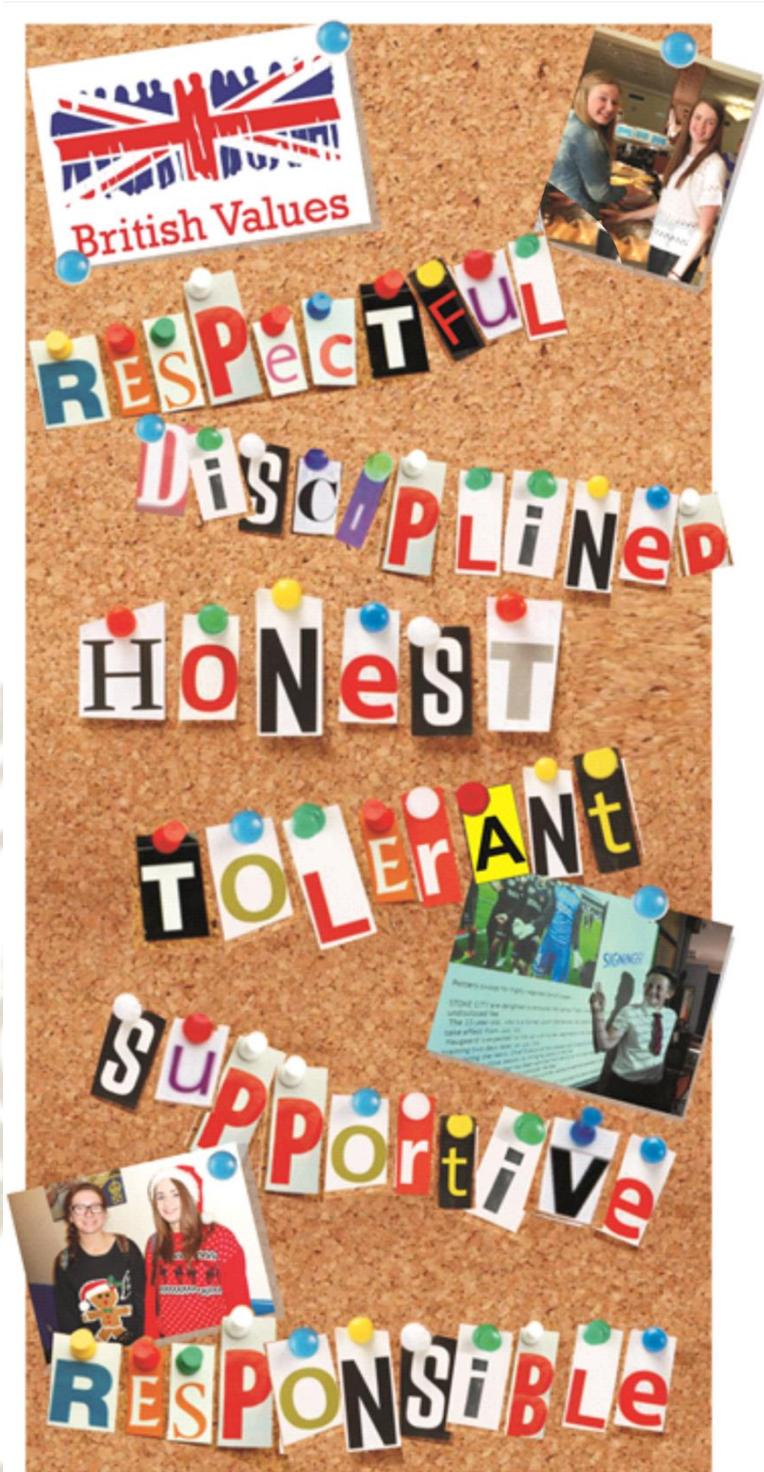
### Values

Underlying the aims and purposes are the British values that the school holds as being important in the development of young people.

- **Respectful** Self-respect and respect for others, property and the school environment
- **Disciplined** The development of self-discipline
- **Honest** The importance of truth, fairness, justice
- **Tolerant** Consideration and tolerance of others and their views
- **Supportive** Always willing to help others
- **Responsible** Responsibility for one's own actions

As a consequence of supporting these values, the school specifically rejects behaviour that involves, for example, bullying, vandalism, intolerance or indiscipline.

These values are reflected in the way in which the school is structured and organised and most importantly, by the role models set by the King Edward VI community in their day-to-day dealings with each other.



## Safeguarding

King Edward VI High School is dedicated to safeguarding the welfare of all our children and young people.

We are passionate about the role we play in supporting students and their families and we strive to enable every one of our young people to learn and develop in a safe and secure environment.

King Edward VI High School is committed to continually strengthen relations with parents, carers and students as well as promote the welfare and safety of all the young people who attend here.

Mr Jason Christey (Headteacher) is the Designated Safeguarding Lead at the school and is supported by the Safeguarding Officer, Mrs Shona Christey as well as two other deputy leads Mr David Lomas (Leader of Y6 Transition) and Mrs Julie Clayton. Any concerns relating to a child protection issue should be raised with any member of staff (who are all trained to help in the first instance) or directly with the Safeguarding Lead or the deputies.

As part of our duty to safeguard children we will work closely with a number of outside agencies and services. If we have concerns about a child's welfare or safety then we will report these to the appropriate people.

A copy of our Safeguarding Policy is available on the school's website or a hard copy can be requested from reception or by emailing email [office@kevi.org.uk](mailto:office@kevi.org.uk).

We are able to access and provide a variety of different services that can support students and their families in times of need and we work closely with many outside services and agencies to ensure students and their families can receive all the support they may require.

The school has an email address for Safeguarding so students, parents and members of the community are able to share concerns about any young person from our school. It also provides an alternative method for students to share anything they wish to about themselves, if they need some help and support.

This is a confidential service so the identity of any person who reports a concern about another individual will not be disclosed. However, as always, if we believe someone is at risk of harm we cannot offer confidentiality in these circumstances and may have to share information.



Email [safeguarding@kevi.org.uk](mailto:safeguarding@kevi.org.uk)



**Mr J Christey, Mrs S Christey, Mr D Lomas  
or Mrs J Clayton**

**King Edward VI High School,  
Westway, Stafford, ST17 9YJ**



Pupils recognise and appreciate the care and support that they receive from teachers and other adults in school. All parents who responded to a recent school survey said that their children are safe in school. The quality of pastoral care for all pupils, especially vulnerable pupils, is a strength of the school. Ofsted 2018



**All King Edward's staff  
are at least level 1  
Safeguarding trained**

## Ready Respectful and Safe

Introduced in September 2018, King Edward VI High School has created the Ready, Respectful and Safe principle to cover all aspects of the school's behaviour and conduct policy. This brings together the key aspects of British Values, Safeguarding and the KEVI 6 Teacher and Student conduct rules. King Edward is encouraging all students to follow these three principles in their day to day actions within the school and to be careful to consider that in all of their actions students are:

- **"Ready"** for their learning successes with correct uniform, equipment, arriving in good time and prepared with an attitude for learning and striving for further success.
- **"Respectful"** and considerate of the King Edward community, the learning environment and the learning opportunities that are available to them and their fellow students.
- **"Safe"** in their day to day conduct and actions within the school, online and considering the safety of others within the school community.



## RM Unify Portal



Introduced in 2016 King Edward VI invested in RM Unify. This software provides a single portal for

staff and students to access their emails, homework, school files, timetable etc. Also in 2019 all systems were upgraded to the latest operating systems and office and email software. This ensures that students are well prepared in their ICT and communication skills ready for further study or the world of work.



## The School House System

The school House system was introduced in 2014. A school-wide competition asking students and staff to suggest names for the new school Houses was held.

The suggestions were many and varied but the following House names were chosen which represent the kinds of characteristics our House System aims to foster;

- **leadership and determination, (Winston) Churchill,**
- **sporting excellence, (Stanley) Matthews,**
- **the caring and pastoral element, (Florence) Nightingale,**
- **as well as the importance of education and learning, (Marie) Curie.**

Over the year there are a variety of House competitions to enter from Sporting competitions to the annual Maths Christmas Quiz, the Readathon and Bake Off competitions. All progress points and rewards count towards House points and the year ends with Sports Day as the final House event.

The colour of the students' house is shown in a coloured stripe running through the common theme of the school tie.

## School-Home Communication (Go4Schools)

Here at King Edward VI High School we use a system called Go4Schools to share information about your child's progress with you as parents and carers.

By logging in to this site, or by using the Go4Schools app, you can view your child's:

- Timetable – Your child's daily and weekly timetable
- Homework – Homework tasks due in the next 7 days
- Attendance – this is updated each morning to show the previous 24 hours
- Attainment and progress
- Progress Reports – full written reports which are published each year and termly Interim reports. You may need to use your online account to view Interim and Annual Reports, rather than the app.
- Behaviour and achievements

Your child's page is automatically updated, providing you with the latest information. When a new grade or report is available we will contact you to let you know.

You will also have access to this information via a mobile parent app as well, which can be downloaded for free from your App or Play Store.



4 SCHOOLS



School competitions

## The Eco Garden

In 2015 we launched our garden named by the students as the Eco Garden. Many students from all year groups tend to the garden on a daily basis nurturing a great array of gorgeous fruit and vegetables. The garden has become a real focal point where staff and students can quite literally enjoy the fruits of their labour.

Away from the garden, but still with an outdoor theme, some students take part in outdoor activities each week learning about the outdoors, the local environment and horticulture. These types of activities help to build team spirit, personal responsibility, leadership and improve the students' bush craft skills.

We hope to develop our outdoor learning even further over the coming year.



**King Edward VI has achieved the top Level 5 Royal Horticulture Award for Schools.**



Adjacent to our garden is the new Outdoor Gym – available to pupils during break and lunchtime

## King Edward VI STEM CLUB

STEM Science club runs every Monday after school, pupils from all year groups are welcome at this vibrant, exciting and hands on club.



STEM Science club offers pupils the opportunity to try many practical activities developed in school and also to experience those from outside schemes such as **The Crest Awards, The Institute of Physics, The Dyson Challenges** and **The Perkins School Challenge**.

Numerous trips are run throughout the year, including: The Big Bang Science Fair at the Birmingham NEC – this is the largest celebration of science, technology, engineering and maths for young people in the UK and a brilliant opportunity to see and influence the future world of the STEM group. King Edward VI STEM also visit Dudley Zoo where they undertake activities in conservation and the STEM learning centre in Stafford where a number of workshops are hosted including making K'NEX cars at a Manufacturing Master Class.



**In 2016 King Edward VI were Champions in the Perkins Challenge. Recently they constructed a trebuchet which achieved the longest throw of the competition.**



Students had to design and construct a machine to launch a tennis ball as far as possible. Over a 3 month period "The Beast" was constructed and tested. On launch day "The Beast" obliterated previous records and launched the tennis ball out of the test area and into the car park behind, covering a staggering 120 metres. Students also delivered a presentation to some of Perkin's Directors and senior staff on the design and construction of their winning machine. **As well as receiving the £1000 prize money the school received a unique engine themed display table.**



## Hear4U Mentoring & Support

At King Edward VI students run their own pastoral support group, known as **Hear4U**. Our mentors have been trained by a government-backed scheme to offer support and advice to young and sometimes vulnerable pupils. Hear4U mentors are trained to support students with friendship problems, bullying issues, homework and anything else that may be causing distress or problems for a student. Hear4U mentors are attached to Year 7 form groups each year to support them with the transition from primary to secondary.



To find out more, speak to a peer mentor at Open Evening.

# Gifted & Talented

We actively encourage our Gifted and Talented students to challenge themselves in a variety of disciplines, including Academic Excellence in English, Mathematics and the Sciences, the Performing Arts, Sporting Achievement, Humanities, Languages, and Technology.

In **English**, a group of our most able students have previously attended weekly sessions where they take part in **"The Lively Debaters"**, **"Book Club!"**, **Read it Steady Go"** and projects to create promotional films. King Edward VI students



Gifted and Talented Aim Higher visit to Cambridge University

were also hugely inspired when they visited **Cambridge University**, experiencing life as a student in this Number 1 Russell Group academic venue. This is just one of the many university visits that take place to help the students with their transition from sixth form to university. Visits to



Aston, Cambridge, Manchester, Stafford, Warwick, Liverpool, and London support the students' desire to achieve at their highest level.

**Music** is an integral aspect of the King Edward VI curriculum as well as supporting the most talented of students. One to One sessions in a large number of musical disciplines help ensure that the school musical and dramatic productions are always sell out events.

In **Expressive Arts** the **Key Stage 3** students are given a project similar to a GCSE question where they were able to follow their own lines of enquiry, research their own favourite artists and create a personal response to an initial starting point. This type of project enables the students to research new methods, experiment with different materials and to be adventurous with their thoughts and ideas.

**Maths** students can take part in UKMT Maths Challenges nationwide and develop their skills.

**Science** produce a programme for students to work on at home and outside the classroom where they could investigate various aspects of the natural world from a scientific perspective. The students are asked to co-ordinate their own investigations and learning, a project that supports the extended learning opportunities offered at the King Edward VI STEM club (Science Technology Engineering and Mathematics).

**Humanities** this department run a programme for historians to develop their historic knowledge and debating skills Through this the students attend **National Conferences, University lectures, Commonwealth events and historical sites**. In 2019, the students visited a range of venues including Berlin, Rome and Pompeii and the WW1 Battlefields.



History World War 1 Battlefields Trip to France

**All of the G&T activities, classes, clubs and educational visits help maintain and promote the high aspirations that we nurture and encourage amongst our student community.** We believe that it is important to challenge all of our students and stretch and challenge activities are built in to all of our lessons. However, we also want to ensure that our most able students are specifically and actively encouraged to think critically, to analyse and to extend their thinking, understanding, knowledge and ideas.

## The Duke of Edinburgh Approved Centre



King Edward VI High school has been a Duke of Edinburgh approved centre for the last seven years. This year, 50 students completed the independent two-day expedition to achieve the well-recognised and coveted Bronze Award.

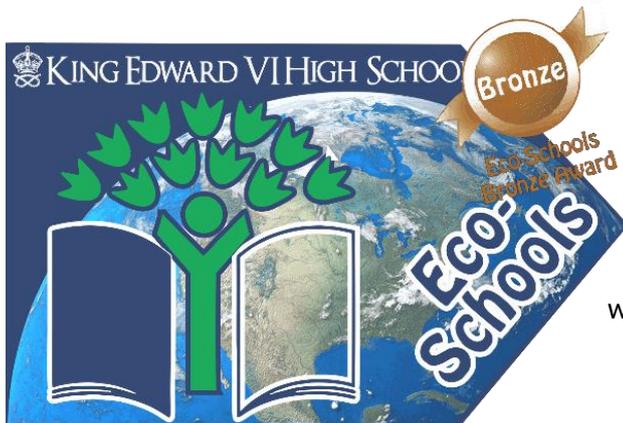
This year we expect around 90 students to be taking part working towards either their Bronze or Silver Awards.



2019 A Level visit to  
Berlin

**FIND OUT MORE –  
SEE PAGE 16**

## King Edward VI ECO School



In 2016 King Edward VI was awarded the Eco Schools Bronze Award. A campaign to reduce waste, and recycle was launched and is now embedded into daily practice where plastics, metals, paper and waste are separated for recycling, IT systems hibernate when not in use, and staff and students are encouraged to turn off lights when not needed.

## Cashless School/Parent Pay

In line with many of King Edward VI's feeder primary schools we now utilise a cashless payment system for school lunches, snacks and visits etc. Some of the main benefits of a cashless system include:



- **Parents can monitor their child's eating habits** when in school and see exactly what their child has had from the canteen
- Parents can be sure that their **dinner money is only spent on canteen food and drink** (Not spent at the shop and risk students going hungry)
- Dinner money can **never be lost or stolen**
- **Limits on a child's spend** per day can be imposed
- Students entitled to a **free school meal automatically have their accounts credited** and therefore are treated like all other students.
- Biometric or PIN code access helps to **reduce queue length** and therefore increase the leisure time during the students' breaks.

## Parents Evening Booking System



The use of an online booking system has seen attendance on Parents Evening go up in some cases by 25%. Parents can now make bookings via any internet connection that are suited to their own needs. They can then print their own appointment sheet or download the appointments to their smart phone. As a school we can also see who has made appointments and help out if someone is avoiding or having difficulty with the system. The use of the parental booking system is another way that King Edward is making parental communication quicker easier and more efficient.

## Educational Visits

At King Edward VI High School there are various educational visits each year. All year groups get the opportunity to enjoy the experience of learning beyond the classroom. During 2018-19 there were over 100 educational visits (excluding the dozens of sporting fixtures, and on site events) that the students and staff enjoyed.

Educational visits recently included: several London events and numerous theatre trips (plays, musicals, ballet, dance and street dance), numerous college and university campus visits including Cambridge, Devon Coastal Erosion residential, National Citizenship Conference, National Enterprise Finals hosted by Dragons Den, Theo Paphitis, The Good Food Show, cultural Barcelona, skiing in Italy, four France visits including work experience, Post 16 Costa Rica and Borneo expeditions, additional sporting activities including rock climbing, golf, mountain biking and cross country running, "The Young Chef" region finals (Key Stage 3 Winners for the last 3 years), Business and Enterprise educational visits including London, Birmingham, Trentham Gardens, Cadbury World, and Drayton Manor.



Post 16 expedition to Botswana where they worked hard on projects to help the local community



Houses of Parliament visit

The school is very proud of the conduct from the students and is therefore confident in providing so many educational opportunities. King Edward VI realise the possible financial implications that educational visits can place upon families and therefore many visits are subsidised where appropriate. Parents

can also apply through the school to the Staffordshire Schools' Endowment Fund to help with the costs of visits.



Year 8 Outdoor adventure



Year 12-13 Costa Rica

King Edward VI also utilise many of the local attractions and events, such as the Castle during Shakespeare

Week, and Rowley Park for specialist sporting activities.

Future exciting ventures currently being planned include, Skiing in Austria, World War 1 Battlefields, London's history, the European Organization for Nuclear Research (CERN) in Geneva and the Gold DofE Base Camp Everest.

## The Curriculum

A well-planned programme of careers advice now helps pupils to make informed decisions about subject choices in key stage 4 and career paths after Year 11. Almost all pupils move to education, employment or training when they leave Year 11. Ofsted 2018

At King Edward VI High School, we follow the statutory requirements of the National Curriculum at Key Stage 3 and Key Stage 4. We are, however, keen to ensure that students are educated beyond the National Curriculum requirements and that they undertake a range of educational experiences aimed at enriching and extending their abilities and understanding.

Throughout the year groups there is an emphasis on language and communication, cross-curricular links, work related learning, IAG, (Information Advice and Guidance) citizenship, enterprise education, educational visits, foreign exchanges, technological



advantage and building links with the local and wider community.

We believe that it is important for students to come to understand through all aspects of the curriculum that they are 'global citizens' who form part of a diverse culture which exists beyond the confines of school.

### Key Stage 3 (Year 7-9)

In KS3 the Core curriculum followed by students is:

English, Maths, Science, Life Matters, Core PE, French, Geography, History, RE, ICT, DT, Art and Music.

In Year 9 students start GCSE courses in English, Maths, Science, Geography and History. This is so the increased demands of the new GCSEs can be given extra time without limiting or narrowing the curriculum for the students too early.

At the end of Year 9 students choose the subjects that they are going to continue in KS4.



### Key Stage 3 (Continued)

In Years 7- 8 students are set in ability groups for the majority of subjects in response to trends that have been identified through teacher assessment in the previous year, with the exception of Tutorial which remains mixed ability.

### Key Stage 4 (Year 9-11)

At the start of Year 10 students start their GCSE studies.

All students study English Language and English Literature, Maths, Double Science, RE and a Humanities subject (History or Geography)

In addition students can choose four further subjects from:

**Triple Science, French, Geography, History, Travel and Tourism, ICT, Computer Science, Design Technology, Child Development, Hospitality and Catering, Construction, Business, GCSE PE, Art or Music.**

We successfully work with the YouthNet who deliver the Prince's Trust Level 1 Certificate In Personal Development and Employability Skills.

Further Maths GCSE is offered as an additional option in Year 11.

In 2022 we are looking to expand our curriculum offer further and current proposals are to additionally offer **Drama**, Psychology and Digital Media.



Pupils enjoy school and attendance is consistently higher than the national average for secondary schools. **Ofsted 2018**



A well-planned programme of careers advice now helps pupils to make informed decisions about subject choices in key stage 4 and career paths after Year 11. Almost all pupils move to education, employment or training when they leave Year 11. **Osted 2018**

## Key Stage 5



# STAFFORD

## SIXTH FORM

King Edward VI High School is part of the Stafford Partnership, which entitles our Post 16 students to select from a variety of subjects available within the Partnership, namely Blessed William Howard Catholic High School, Stafford Manor High School, Sir Graham

Balfour High School and Weston Road Academy.

There are many good reasons for continuing your education into the Sixth Form. The Stafford Sixth Form Partnership is a successful and supportive collaboration which encourages the best from our students. The partner schools and academies in Stafford have been working successfully together for several years.

Our goal is to maximise your opportunities by ensuring that you have access to the broadest possible curriculum, whether this is a purely academic route or a mixture of applied and academic subjects.



A unique feature of the Stafford Sixth Form is that whilst each partner retains its unique identity and ethos, co-operation takes place where it is clear that students will benefit. Students gain from the advantage of belonging to an institution which will support them through the Sixth Form and give them all the necessary pastoral care and tutorial support. Alongside this, a student can take full advantage of choosing a programme of study from all partners.

Teaching in the sixth form is consistently strong. Behaviour in the sixth form is exemplary.  
**Ofsted 2018**

Find out more at [www.kevisixth.com](http://www.kevisixth.com).

## Key Stage 5 (Continued)



**Staffordshire Refereeing Academy.**

At King Edward VI we are privileged to be the home of the Staffordshire Refereeing Academy. They provide the opportunity for students to excel in their academic studies and maximise their refereeing development. Working in association with the **Staffordshire FA**, King Edward VI High School and the University of Wolverhampton they provide access to the very best provision to allow every student the opportunity to achieve their potential.

This is the first course of its type in the UK and really is a great opportunity for 16-19 year olds to study alongside developing their officiating skills.

Students can choose from a range of A Level courses from across the Stafford Sixth Form Partnership.

Alternatively we offer the students the opportunity to complete the nationally recognised Level 3 BtEC extended diploma (3 A level equivalent) in Sport.

Alongside their studies students are provided with high quality referee coaching sessions and mentoring which are provided by professional officials. There are numerous opportunities for students to referee games and tournaments including at St George's Park over the year.

We have excellent facilities here at the Staffordshire Refereeing Academy. We use the local gym for strength and conditioning training and students on the course will be able to follow the same training programme as a professional referee. We will visit the sport science facilities at the University of Wolverhampton for fitness testing.

Find out more by visiting our dedicated website, [www.staffordshirerefs.com](http://www.staffordshirerefs.com).

# 'Sporting and Academic Excellence'

**Students who graduate from this course will potentially go on to:**

- |  |   |  |
|--|---|--|
|  <p>University Sport Science and related courses</p> |  <p>Football Scholarships (including in the USA)</p> |  <p>Sports coaching careers</p>           |
| <p><b>Alongside both the academic and sports studies, students will also be able to access:</b></p>                                    |   |  |
|  <p>Sports nutrition support and advice</p>          |  <p>Sports Science days to test fitness levels</p>   |  <p>Football referee's qualifications</p> |
|  <p>High quality future careers guidance</p>         |  <p>Performance analysis software</p>                |  <p>FA Level 1 Coaching Badge</p>         |

## Special Educational Needs and Disabilities (SEND)

At King Edward VI High School, we aim to support the needs of all of our students, working with them from before they join us at Year 7 until they leave our school. We have strong links with all feeder schools in our pyramid and transition provides many opportunities to work with our special educational needs students and their parents.

The Learning Support Team, led by the Special Education Needs Coordinator (SENCO), focuses on the skills and learning needs of those students who have specific additional learning needs. Students with a EHCP (Education Health Care Plan) receive their entitlement through in class support, specialised teaching programmes or a combination of both.



Learning Support work closely with Tutors, Progress Leaders, the school SEND Link Governor and Subject Leaders as well as outside agencies and groups to support all students with additional learning needs within the school. Our aim is to give students the chance to build the skills needed for their futures. In addition to learning support for students, we assess learners with additional needs and make sure, when identified, that relevant exam support is provided. The Learning Support team offer a variety of extra-curricular activities and support groups for our students as well as regular family learning evenings to help ensure our students fulfil their potential. Our links with parents and carers are very important to us, and we encourage regular contact between home and school.

Pupils who have special educational needs (SEN) and/or disabilities make very good progress. They are well taught and provided with excellent support Ofsted 2018

## Sport

The school has a large sports hall, gymnasium, extensive playing fields and tennis courts. Use is also made of other facilities such as Rowley Park, Cannock Chase, local swimming baths, Ten Pin Bowling and local golf ranges.

There are a wide range of teams and matches that are played throughout the year, covering the major sports. **King Edward VI is very successful, and very proud of our local, regional, and national achievements.**



Some of the extensive team of sports leaders led by the SSCO.

## Extended Learning (Homework)



It is school policy for extended learning to be set and marked on a regular basis throughout the school.

Extended Learning is used to develop and underpin classroom activity; it is integral to the learning process and should be both demanding and challenging. Extended learning will only be set through Go4Schools, the online parent information site.

During Key Stage 3 there is a regular pattern of weekly extended learning set on specific nights for each subject which is expected to be handed in soon after being set.

In Key Stage 4 more flexible arrangements apply particularly in the context of controlled assessment and projects.

The appropriate Progress Leader will establish an extended learning timetable and, along with the Subject Leader, monitor the situation regularly.

## Relationships and Sex Education (Life Matters)

At King Edward VI, individual subjects deliver components of Sex and Health Education.

- Science: Human Reproduction
- Physical Education: Health Related Exercise
- Technology: Food and Nutrition and Family Life
- Humanities Moral and Environmental aspects of Health Education



Across the key stages a compulsory RSE (called Life Matters) module is delivered by the Tutors. This module covers in more detail the attitudes and decision making skills required in Sex Education, Drugs Awareness, Mental Health, Family Life Education, Healthy Lifestyles and Stress and Self-Esteem.

Healthy lifestyles and behaviour are promoted throughout the school. For example, the school canteen makes every effort to provide a healthy range of food at breakfast, break and lunch.

## Careers and IAG (Information Advice and Guidance)

There is a comprehensive approach to careers education information and guidance within the school. A range of elements is included in the school's Tutorial programme which runs throughout Years 7 - 13. In year 11, there is a concentration on preparation for the range of Post-16 choices. Students have access to a Careers Adviser from Entrust's Careers and Participation Service and computer programmes which help to inform and support decisions.



## Assessment and Reporting

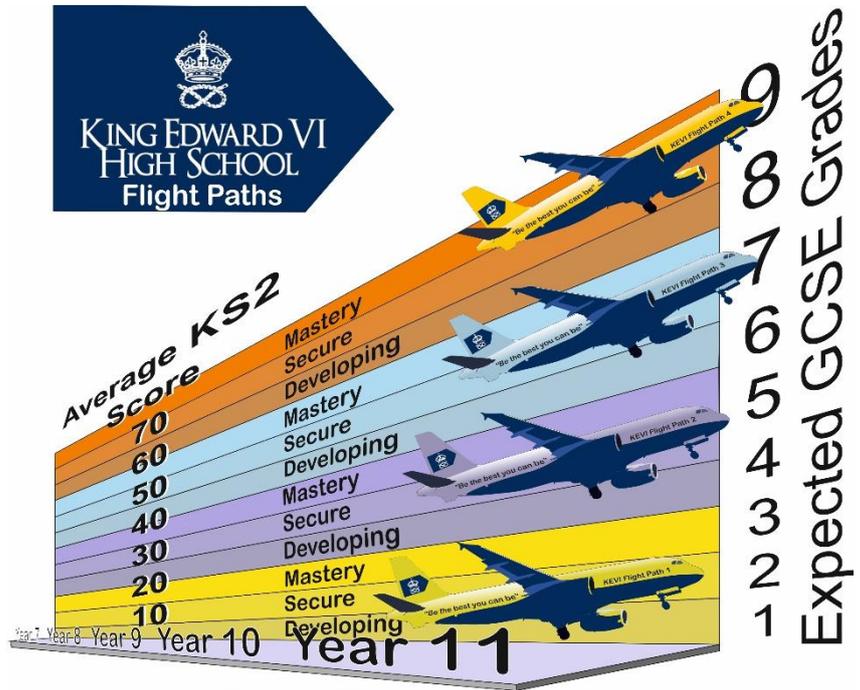
Students are assessed in a variety of ways throughout their learning. Indeed, the school believes that appropriate assessment is a key part of learning and teaching. Many students will be 'mentored' to support progress throughout their learning.

Assessments are recorded and reported formally through the school's reports system on GO4Schools. Each student will receive a full annual report and an interim report each term these are RAG (Red, Amber, Green) rated to help show how well the student is working towards their targets.

In Key Stage 3 students are set 1 of 4 flight paths depending on their Key stage 2 test scores. Students then work on skills knowledge and understanding within their flight path. Depending on how well a student is working in their flight path they will be judged to be "Developing" "Secure" or "Mastered". If they Master a flight path scheme of work students will be set stretch and challenge activities before moving on to the next flight path. As a parent you will receive information on the flight path your child is on and whether they are developing securing or mastering that flight path. Fuller details are given when assessments are sent home.

To track a student's progress King Edward VI has invested a significant amount of time and effort developing a tracking programme based upon the specific skills knowledge and understanding that a student's flight path requires. This then means that students can receive a more personalised learning experience and where difficulties occur, targeted intervention can be quickly introduced.

There are formal Parents' Evenings for all year groups at which parents can meet subject teachers and Form Tutors to discuss the progress of their children. Each student is an individual with their specific skills, experiences and qualities. As well as recording and supporting their academic attainment, we want to allow for other achievements. In both areas, we would wish the guiding principle to be "your best". As long as students are achieving their best, then they should feel proud of their achievements; anything less should not be acceptable. We want to develop a system which acknowledges excellence, but also allows for the motivation of students in all aspects of their personal, social and academic development.



## Pastoral Care

The care of your child in our school is of utmost importance. We work hard to ensure that your child is safe whilst in school and is achieving the best results possible. To support your child, the school has a pastoral system based on tutor groups.

All students are members of a mixed-ability tutor group. Each tutor group has a Form Tutor who is the first point of contact for students and parents if a problem arises. The school's pastoral system is organised in year groups. Form Tutors may refer issues to Progress Leaders. The Progress Leader's role is to monitor the progress being achieved by students within their year group, identifying issues around under-achievement, attendance, mentoring students and liaising with subject leaders and relevant external organisations.

The school considers good relations between home and school as of paramount importance. Parents are requested to sign the Home-School Agreement (as required under the Standards and Framework Act 1998) which is printed in the Student Planner. The Planner can be used for communications between home and school as it is signed regularly by the Form Tutor and by parents.

## Attendance and Punctuality

Students are expected to attend school. Good attendance will be rewarded. Only if there is a genuine reason should students be absent. Parents are requested to contact school if their child is unable to attend. If parents wish their child to be absent from school for any reason other than illness, permission must be gained from the Headteacher beforehand. Leave of Absence Forms are available from the school office. It is the school's decision whether or not to authorise absences. All unauthorised absences will be treated as truancy and the necessary sanctions put in place.

Students are expected to arrive on time for school. If a student is late, a 10-minute detention should be completed with their Form Tutor. If a student is frequently late, a longer detention will be set by the Progress Leader.

## Lunch Time Arrangements

**All students remain on site during lunchtime.** Parents should request in writing to their Progress Leader if they wish their son or daughter to receive a 'lunch pass'. This will be granted on the condition that your child will be returning **home** or to a **relative** for the duration of the lunch break. A punctual return to school is unconditional and this arrangement may be reviewed on an individual basis should the need arise. This is in accordance with the School/LA safeguarding policy.

There are always a variety of lunch time clubs and activities taking place for your child to participate in if they desire.



## The KEVI 6 Standards

In lessons, ALL students are expected to follow the KEVI 6 Standards

A copy of the KEVI 6 is displayed in every classroom and is discussed with students. All students have rights and responsibilities which are also discussed with students.

## Behaviour, Rewards and Relationships

At King Edward's, we believe in a value-based, relational approach to pastoral care. This is founded upon an understanding of how our relationships with each other, as a school and as individuals, can enhance and support academic and social learning as well as fostering good mental health and wellbeing. At King Edward VI, we believe that learning happens best when there are good relationships; between our staff, between our young people, within the classroom, with parents and carers, and with our wider community.

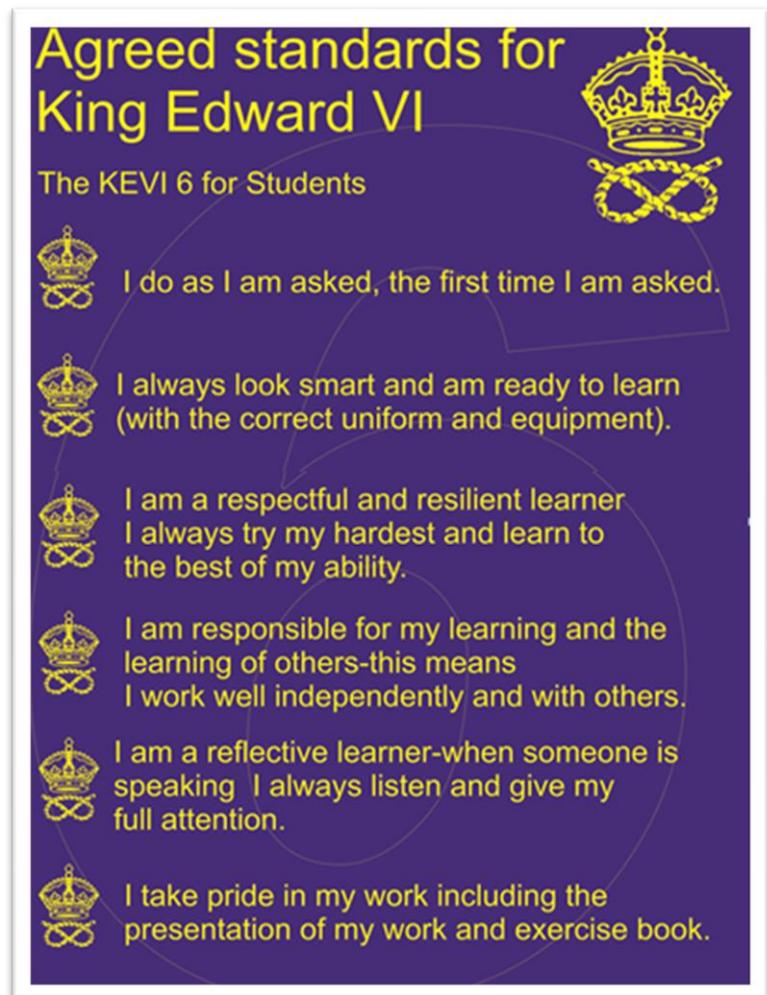
We also understand the importance of shared routines that support positive behaviour around school and behaviour for learning within the classroom. All staff work with our students to support them to develop and maintain positive relationships and to follow school expectations. We encourage students to have pride in their school uniform and our school and we work with parents and students to support positive engagement in learning and whole school life.

To support positive relationships and to maintain and build upon our positive ethos, we are launching a new approach to rewards this year (see rewards). In addition to this, we have school prefects. Our prefects run clubs and support key events in school. They play a valuable part in the day to day running of the school and have their own common room for private study and break times.

## New approach to rewards

We always seek to recognise and reward hard work, positive actions, admirable characteristics, achievement and progress. However, we also recognise that in life, hard work and every good action are not always followed by positive recognition and reward. Despite this, we do want our students to understand that these actions are worthwhile and valuable.

With this in mind, we have made changes to the reward system by seeking to build a system where students are intrinsically motivated (whereby they take pride and



**Agreed standards for King Edward VI**

The KEVI 6 for Students

-  I do as I am asked, the first time I am asked.
-  I always look smart and am ready to learn (with the correct uniform and equipment).
-  I am a respectful and resilient learner I always try my hardest and learn to the best of my ability.
-  I am responsible for my learning and the learning of others-this means I work well independently and with others.
-  I am a reflective learner-when someone is speaking I always listen and give my full attention.
-  I take pride in my work including the presentation of my work and exercise book.



Relationships are positive in almost all classrooms. Teachers know their pupils well, including their ability level and any individual needs that they have. Pupils trust their teachers. As a result, they are happy to attempt new or challenging work, secure in the knowledge that they have their teachers' full support. **Ofsted 2018**

satisfaction from working hard not because there is a reward at the end, but because it is the right thing to do – just like being respectful, charitable and responsible) as well as extrinsically motivated (where they receive a concrete reward or external recognition). Essentially, we want to encourage them in every way possible to be the best that they can be and motivated for life.

In September, we launched a weekly focus for rewarding students. This enables all staff to proactively recognise a range of positives and to reward these with achievement points. Achievement points are viewed by parents on the Go4Schools parent app, so this system of rewards sends positive feedback home regularly. It also creates a system where the students who do the right thing, day in and day out, get recognition for this, as well as setting achievable goals that enable all students to be successful at some point during the week or term.

Tutors also have a 'star of the week' every week and make a call home to share these success stories. Progress Leaders also make positive calls home every week to recognise success and they invite five students from their year group every half term for 'cookies and hot chocolate' to celebrate specific areas of progress and/or achievement. Mrs von Elbing sends a letter/s home to recognise the student/s that has made exceptional progress over the half term and Mr Christey, the Headteacher,

sends letters home to recognise the students who deserve particular commendation that half term.

Alongside all of this positive recognition and reward, staff will be working hard to develop our students sense of intrinsic reward and motivation.

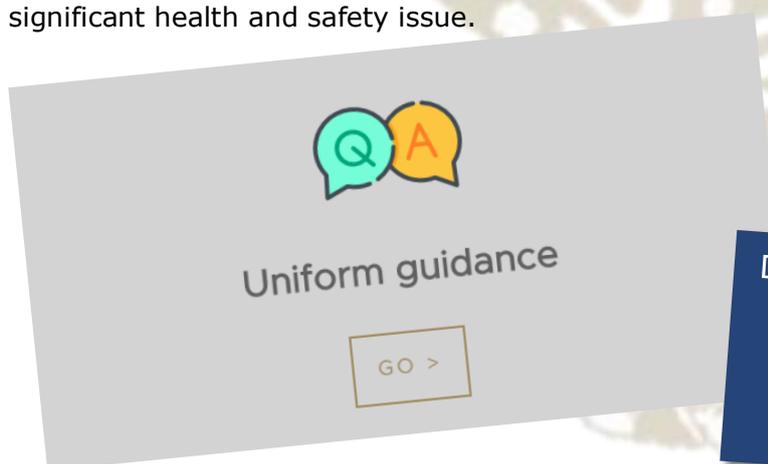
## Uniform and Appearance

All students at King Edward VI High School are expected to follow the dress code and be smartly dressed around school. **Their pride in their school should be reflected through the uniform.** The school needs parental support to ensure that students are dressed appropriately every day. If there are exceptional circumstances, parents must contact the school. Either a Uniform Card will be issued or a student may work under supervised study from a senior member of staff.

Pupils recognise and appreciate the care and support that they receive from teachers and other adults in school. All parents who responded to a recent school survey said that their children are safe in school. OFSTED 2018



- **School Blazer**
- **Footwear** Plain black shoes with black soles and no coloured beading must be worn. (No Pumps or Trainers.)
- **Trousers** Must be **formal**, plain black. (No Jeans allowed)
- **Skirt** A plain black skirt of knee length is optional for females.
- **Shirt** Plain white formal and suitable for a tie.
- **Tie** A school tie must be worn at all times with the uniform a single stripe of the tie is colour coded to denote which house the student belongs within.
- **"V" neck sweatshirt** Students can choose to wear the official school sweatshirt under their blazer,
- **Bag / Satchel** Students must bring a bag suitable for carrying their PE Kit, school equipment and learning resources.
- **Jewellery** In the interest of safety, we expect students to wear only one stud or sleeper per ear, no other visible body piercings are acceptable, including tongue studs which prove to be a significant health and safety issue.



Download the uniform guidance from our website to help you get it right

- **Rings** One ring per hand may be worn, this must be of a size similar to a signet ring, and pose no health and safety issues.
- **Make up** Must be inconspicuous.
- **Hair Styles** Hair Styles must not be extreme or have extreme colours or have any patterns or lines, and must be of a suitable nature for a place of work. No students with extreme patterns or colours will be allowed in the main areas of the school and will be educated in isolation.



**External Clothing** Coats, hoodies, scarves, gloves, etc. must NOT be worn within the school buildings.

### Physical Education kit

PE Kit
Rugby Shirt
Black Shorts
Black football/hockey socks (Outside)
Football Boots/hockey Boots (Outside)
White Polo Shirt (Inside)
White Socks (Inside)
Trainers with white soles (Inside)



Many students use the school provider to personalise their sportswear with their names, however please label all items of clothing.

PE is a compulsory subject in school and all students will take part in lessons. If a student has a medical reason why they are unable to take part in a lesson a note must be provided by parents.

If a student opts for PE in Key Stage 4 they can purchase personalised sports tops and hoodies that help with team sports, the corporate identity of the teams during fixtures and with examination board identification during photos and videos conducted during assessments of the course.

## Subject Information

### Business, Economics and Enterprise

All students in Key Stage 3 and Key Stage 4 now experience the entitlement to study Economic Well-being and Enterprise. Linked to the Inclusion agenda, students are provided with positive and motivating opportunities. This is an important part of the school's role in preparing young people to be able to play a full part as a citizen of this country.

In Year 8 and 10 the school participates in the regional Business and Enterprise days where students work in teams to demonstrate their entrepreneurial skills culminating in a "Dragons' Den" type presentation. The winners then participate in the regional finals, against many other regional schools to local business entrepreneurs.

In 2013-16 King Edward VI successfully competed in the regional finals and travelled to the finals to present their projects to Lord Sugar in 2013 and Theo Papitis in 2014-16 and other giants of industry such as Michael Fallon (Minister of State for Business and Enterprise), Ben Mcbean, (Former Royal Marine and triple amputee who now at the age of 24 runs a £2.5million property development company) and Clair Young Business Entrepreneur and 2008 "The Apprentice" finalist). Although King Edward VI did not win during the finals, Francis Bishop won the Key Stage 4 National Award for her entrepreneurial skills, presented to her by Lord Sugar.



King Edward VI Head Girl 2017, Fran, in London to receive her National Young Enterprise Champion Award

From the very start of their learning journey our students are encouraged to examine current business and economics events using television, newspaper and digital sources. This is an important part of getting students to understand the world around them. We encourage the students to develop their research and independent learning skills by providing problem solving activities to help them apply the skills they are learning. Local business people come into lessons and guide the students through work related activities.

At Key Stage 5, students can opt for A Level Economics and Business or a BTEC National Certificate in Business. These courses are designed to be accessible to all students,

including those who have not studied either Business or Economics during their Key Stage 4 programme of study. These courses are currently delivered through the Stafford Partnership. Our students also have the opportunity to take part in the Young Enterprise Company Programme where they set up their own company and produce goods or provide services within a real trading environment.



Fran receiving her prestigious award from Lord Sugar

## Citizenship and Life Matters

Citizenship is an integral part of life at King Edward VI. It aims to increase knowledge and understanding about becoming informed citizens, to develop skills of enquiry and communication and to develop skills of participation and responsible action.



At all Key Stages Citizenship is delivered through whole school initiatives such as Christmas Creativity days, Buddies, School Council, Marshlands Christmas Party, links with Walton Hall School, Charity events, SEAL, Every Child Matters, Healthy Schools, Anti Bullying, and Transition.

At Key Stage 3 Citizenship is delivered through tutorial by tutors with input from outside agencies and Key Stage 5 students. It is also delivered through RE units.

At Key Stage 4 Citizenship is delivered to all students through the tutor period in Years 10 and 11. The emphasis of this course is on students' participation and contribution to the life of the school and to the local and wider communities.

**Design and Technology** Design and Technology describes a way of working in which students investigate a need. Students use their knowledge and understanding in a practical situation to devise a method or solution to meet people's needs. Students' ability to work as members of a team contribute to their success in Design and Technology and, as they become more experienced, they will understand that technological development is an on-going process. As each outcome is evaluated, new opportunities for improvement will come to light.

The course in Key Stage 3 is based around design and make tasks in Food / Resistant Materials (wood, metal and plastic) and Graphic Products. The students rotate through the areas experiencing a variety of materials.



At Key Stage 4, opportunities exist to select from a range of specialist areas (Food/ Resistant Materials and Graphic Products). Capabilities in this area are extended towards a GCSE examination where a mixture of controlled assessment and terminal exam determine the grade awarded.



State of the art learning resources including CAD CNC and Laser Cutters combine with traditional skills to help provide students with a broad spectrum of abilities.

## English

The programme of English taught at King Edward VI focuses mainly on the development of students' ability to:

- Communicate accurately, appropriately and effectively in speech and writing, and
- Understand and respond imaginatively to what they read, hear and experience.

All English is taught in sets where the emphasis is placed on certain underlying principles of procedure which include the regular use of small group work, discussion, the drafting of writing and working around a theme. This approach enables the department as a whole to meet the National Curriculum requirements in the three major areas of Speaking and Listening, Reading and Writing, whilst allowing individual teachers to devise interesting and stimulating materials.

The Key Stage 3 curriculum allows for students' progression in the three major curriculum areas. During the course they experience a range of topics and acquire skills which enable them to achieve their best at the end of the Key Stage.

GCSE English Language and GCSE Literature for the 13-16 age group are assessed by examination only. Students will be assessed throughout Years 9, 10 and 11 with examinations at the end of year 11.

English at the 16-19 age range offers a variety of possibilities to students; both A level English Language and English Literature are on offer as part of the Partnership.

Throughout the school, the emphasis is upon a combination of enjoying English and becoming competent in its uses. Along with the classroom study of Literature and Language, regular trips to theatres are encouraged so that the students are able to see English for what it is - the principal means by which we all make sense of the world in which we live.

**Expressive Arts** Music is a unique form of communication which can change the ways students think, feel and act and therefore the sole aim in each music lesson is to make music! The music curriculum at King Edward VI School covers a diverse range of musical traditions and periods, enabling students to appreciate a wide variety of music. Students are taught music through the three disciplines of performing, appraising and composing, and are encouraged to explore their own ideas and skills through solo work, as well as developing their collaborative skills through ensemble work. The music department is well-resourced: students have access to music ICT through the composition package, Sibelius; keyboards, percussion and hand drums. In addition to this, the department is supported by Staffordshire Performing Arts service, providing peripatetic tuition on a number of musical instruments (string, brass, percussion, voice, guitar, woodwind, and keyboard/piano).



One to one Music instruction is delivered in a vast variety of musical disciplines.



In Art students learn skills in drawing, painting, 2D and 3D. They will explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing, imagination and creativity. They learn to appreciate, analyse and value images and artefacts across times and cultures, and to understand the contexts in which they were made.

In Dance students learn to perform and choreograph different styles and genres of Dance and will learn how to appraise the historical and cultural contexts of Dance. Groups will perform to their peers in order to build on strengths and develop their performance techniques.

The drama curriculum at King Edward VI School covers a wide-range of topics and texts, ensuring students have knowledge of drama techniques and are able to build on these techniques in scripted and devised work. Students have the opportunity to explore, devise and perform in each drama scheme, promoting thinking, understanding and empathy.

In Key Stage 4 students have the opportunity to choose options in Art and Design GCSE, and/or GCSE Performing Arts in Drama or Music. They will build on skills, prior knowledge and understanding in more breadth and depth in each of the art forms relevant to the GCSE/or BTEC qualification. There are many opportunities for students to take part in extra-curricular activities in expressive arts:

- KEVI Concert Band
- Band Workshops
- Drama and Musical Productions.
- Vocalise (Choir group)
- Art Sketch club

In addition to this, we produce a number of shows and evening events each year, this includes the Christmas Cracker Dance Show and a musical at the end of the spring term.



Expressive Arts offers a diversity of learning opportunities for students to explore their creativity.

## Geography

Geographers ask the questions where and what, but also how and why?

Geography explores the relationship between earth and its people through the study of place, space and environment. These three elements form the core of Geography.

It studies the physical features of the earth and the relationships between places and patterns of human activity and the environment.

In the first three years, students acquire basic skills and a framework of knowledge about places and processes which help them to understand the world they live in. Examples are drawn from local, national and international studies. Unit titles include; 'My World', 'The Geography of Crime', 'France' and 'The Amazon River and its people'.

At GCSE, the Geography syllabus covers the most important aspects of physical and human Geography. Students are encouraged to develop an investigative approach to their studies and they will take part in fieldwork, both in the local area and beyond. Topics include Urbanisation, Weather and Climate and Water on the Land.

A Level students study Global and Natural Hazards as well as Globalisation and investigate ways to better manage the planet that we live in and Tectonic Hazards.

Throughout the department, the application of technology is encouraged and the department has its own computer room. Opportunities for experiential visits are fully utilised, including fieldwork in Devon and investigations in Manchester and Birmingham.

## History

In the first two years pupils develop skills appropriate to the attainment target. Pupils will learn the facts and opinions about the Norman Conquest, The Impact of the English Civil War, The Industrial Revolution, Slavery, World War One, World War Two and the Rise of the Super Powers; as a result, they will be able to rank in importance key events in our nation's great past.

Every few years the department runs an extended visit to an historical place of interest in Europe. Previous visits have included the WW1 Battlefields, Paris, Berlin and Auschwitz, Rome and Pompeii.

At Key Stage 4, we look at 20th Century History which includes detailed studies of Germany and Britain. Crime and Punishment focuses on the evolution of the criminal justice system in our country with key studies on Roman, Saxon, Medieval, Industrial and more modern justice.



Students take time to study the Geography of Botswana during their expedition.



## Information Communication Technology and Computer Science

There are 12 fully equipped computer rooms within the school that are used for the teaching of ICT and in total we have over 400 work stations in use each day.

We have invested heavily in developing rooms, equipment, networked resources and offer an extensive suite of software applications including;

- Desk Top Publishing
- Database
- Scratch
- Spreadsheets
- Graphic manipulation
- Audio mixing and editing
- Word processing
- Internet E-mail
- Video editing
- Web authoring
- PowerPoint
- Python Programming

The school uses RM UNIFY which provides students with a set of online tools and resources that facilitate various aspects of the online education experience, including communication, assessments, and information and document sharing. The platform can be accessed not only from the school network but also from home.

In Key Stage 3 Year 7-8 students follow a common format in ICT and familiarise themselves with various software applications. These are taught through tasks and modules that extend and build their technical competence. In addition to this, students are made aware of e-safety.

In Years 9,10 and 11 students can follow a level 2 qualification course which encourages and rewards the creative use of digital applications.

## Computer Science

Computer Science is an option GCSE subject that compliments the Sciences and ICT core curriculum. This popular subject choice will allow students to study a variety of computing languages including: HTML, Scratch, and Python. Students will have the opportunity to produce apps (Mobile Applications) for use in Android, as well as develop and produce PC applications, animations and programmes.

To help and support the development and progression of all students there are 2 staffed ICT rooms available every lunchtime as well as an after school club in periods 7 and 8 run by the department Mondays to Thursdays.



Students utilise huge touch screen interfaces during the educational visit to the CosmoCaixa in Spain to develop their ICT and Science skill base.

## Mathematics

Mathematics is an important part of everyday life. Even the simplest of tasks involves some level of Mathematics, for example, looking up the time of the next bus, or buying sweets in a shop. The department's aim is to ensure that all students enjoy learning, make progress and achieve in Mathematics.



Mathematics at secondary school builds upon what is taught at primary school extending the application of the work to familiar and unfamiliar situations. Although key concepts are frequently revisited they are extended and applied each time and are interspersed with new topics. Students are taught by a range of teaching methods including the traditional text book but also by enquiry and interaction with rich extended tasks and by the use of technology.

The Mathematics department has highly qualified, dedicated Mathematics teachers. We introduce the students to puzzles and investigations as well as teaching them to apply Mathematics to real-life situations. We are involved

with the national initiative of 'My Money Week' and enter students into National competitions such as the UKMT Challenge.

Students are assessed regularly through lessons and via marking books and homework. We offer extra help for students who need a little more input. At the end of each term there is a more formal assessment which usually, but not always, takes the form of a written exam.

Homework is set weekly and students are given enough time to complete the work. Homework help and booster sessions are offered and students can access support materials to help them with their independent study through the school RM Unify interface.

During Key Stage 4 the students are prepared for their GCSE exam in Mathematics. Students are set by attainment and will either sit the foundation or the higher GCSE.

Due to the success and popularity of Mathematics at GCSE level many of our students go on to study Mathematics at A level and there is a good history of students continuing their Mathematical studies into higher education including places at the prestigious Russell Group Universities.

## Modern Foreign Languages (MFL)

In key stage 3 and into year 9, pupils learn French

Students can opt to continue to study French in Year 10 and 11.

Pupils are trained in the four attainment skills: speaking, listening, reading and writing. We make use of modern techniques and modern ICT equipment.



Sports leaders during sports week.

## Modern Foreign Languages (MFL) Continued

European links are strongly promoted and we hope to encourage a number of our pupils to participate in foreign educational experiences that the school offers. From Year 9 onwards, we encourage pupils to take part in the County run Staffordshire Limousin French Exchange.

In addition, we run daily lunchtime and after-school clubs which include homework support at Key Stage 3 and 4. A Level courses are popular and French and Spanish are taught at Key Stage 5 through the Partnership.

## Physical Education

The Physical Education department is staffed by a large number of well-qualified specialist and non-specialist teachers who have a strong commitment to the school, both in curricular and extra-curricular time.

All pupils follow a broad-based and varied programme of work, which includes netball, hockey, rounders, rugby, soccer, cricket, athletics, badminton, basketball, gymnastics, tennis and orienteering. In all lessons, the relationship between exercise and health is promoted.

The Physical Education department offers both GCSE, and A level courses for those students who wish to study the subject to these levels

There are a large number of students successfully following both courses.



The facilities of the school are excellent and include, two soccer pitches, 3 mini soccer pitches, a rugby pitch, a cricket wicket, all-weather athletics areas, 7 tennis courts, seven netball courts, a gymnasium and a large sports hall. A number of off-site facilities

are utilised and include Beaconside University gym, Riverside and Ten Pin Bowling.

Pupils are given the opportunity to involve themselves in activities at lunchtimes and after school. Clubs are run for all the major games. The clubs are well attended and there are regular inter-school fixtures in athletics, basketball, cricket, netball, rounders, football, rugby, table tennis, trampoline, lacrosse, golf and tennis. A large number of pupils regularly achieve District, County and even National honours in a wide range of sports.



**Religious Studies (RS)** The aim of Religious Studies is to enable students to understand religious beliefs, practices and insights, to think about their own beliefs and have respect for the beliefs of others.

At Key Stage 3 students consolidate knowledge of the basic points of the major world religions. They



Open discussion, debate, respect and research form the basis of RS. Essential elements for the multi-cultural community

then begin to apply these teachings to moral issues of the day, for example, capital punishment and the ethics of work and business.

All students can follow a GCSE course from Year 9 leading to an examination at the end of Year 11.

At Key Stage 4, students should be aware of the impact that belief has on a society and the practical implications for a believer.

They should be able to

apply beliefs to a range of human concerns and contemporary issues, explaining the connection between faith and action, whilst showing respect and sensitivity towards the belief and practice of others. This should be achieved by confronting issues such as; the environment, medical ethics, war, prejudice and animal rights. In this way, we hope that students will gain the skills of interpreting, evaluating and applying religious concepts. We hope they will form attitudes of sensitivity and openness towards religion and tolerance of the beliefs of others. We hope they will gain an understanding of people of different cultures and why they behave in the way they do, together with an awareness of moral and social issues. This should help them to explore and understand themselves, their relationships with other people, their place in the world about them and the meaning of life!

## Science

Science is a core subject in the National Curriculum and as such has an important role to play throughout the school. The school has a strong tradition in the sciences and the department has eight well-equipped laboratories and dedicated specialist members of staff. The department has developed good links with its primary feeder schools and aims to build on the Science learnt during Key Stage 2.

Throughout Key Stage 3, students follow a scheme of work which aims to develop interest and enthusiasm for the subject, to develop scientific process skills and to gain a basic body of knowledge.

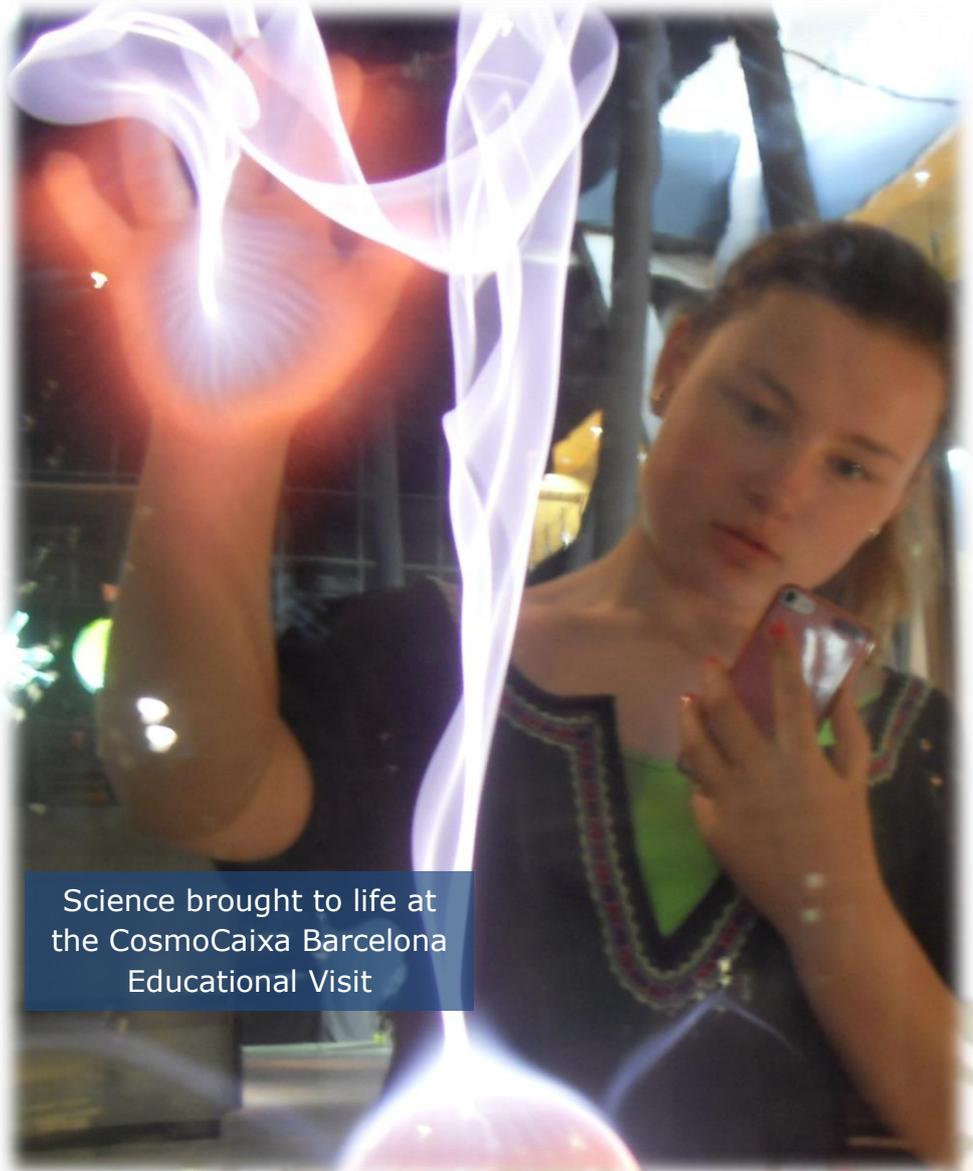


You learn what you do, therefore practical experiments contribute to a large aspect of the Science curriculum

## Science (Continued)

During Key Stage 4 all students follow a course which offers choice and flexibility for students. Most students will study a course which leads to two Science GCSEs – Combined Science, whilst others wishing to pursue Science at A level and beyond, are given the opportunity to study GCSEs in the separate sciences: Biology, Chemistry and Physics. These are designed to enable students to make a transition to Advanced Level Sciences as well as providing a balanced view of Science in today's society.

A level courses are available in school for each of the separate sciences. Biology, Chemistry, and Physics in Years 12 and 13 are popular choices, with most students going on to university for further study. The school has a strong reputation in Higher Education for its work in this area.



Science brought to life at the CosmoCaixa Barcelona Educational Visit

## Transition

The transition arrangements between the primary partnership schools and King Edward VI are excellent and valued by parents and students alike.

Good arrangements for managing transition are key factors in helping students achieve more. A programme of visits, information packs and induction days, improves continuity and progression of students between Key Stage 2 and 3.

Year 6 are able to experience work that they would have previously only experienced in Year 7, across a number of subject areas, including English, Maths, Science, D&T, History, Geography, and French. Valuable relationships are built up over the last half term in the primary school, with the Year 7 tutors reflecting the kind of relationship most Year 6s experience with their primary school teacher. This helps create an improved level of confidence amongst the students, about the imminent move.

During the summer holiday we run a "Summer Club" where the future Year 7 students can enjoy getting to know each other and the school before the start of the new term.

Speak to Mr Lomas, Leader of Y6 Transition, to find out more.

# Ofsted Good School

**“Pupils trust their teachers.** As a result, they are happy to attempt new or challenging work, **secure in the knowledge that they have their teachers' full support.”**

Pupils recognise and appreciate the care and support that they receive from teachers and other adults in school. **All parents** who responded to a recent school survey said that their **children are safe in school.**

“The headteacher, well supported by senior leaders, has ensured **rapid improvements in all aspects of the school's work** since the previous inspection. Effective teaching means that pupils in key stages 3 and 4 now make good progress.”

“More **serious incidents of poor behaviour are very rare indeed.** Leaders use exclusion appropriately, as a sanction of last resort. The school's use of **fixed-term exclusion is consistently below that seen nationally in secondary schools.”**

“Teaching in the sixth form is **consistently strong.**”

“Governors know the school very well. They provide leaders with **effective support and rigorous challenge.**”

“A well-planned programme of careers advice now helps pupils to make informed decisions about subject choices in key stage 4 and career paths after Year 11. Almost all pupils move to education, employment or training when they leave Year 11.”

**“Pupils feel safe in school.**

All pupils who spoke with inspectors confirmed that this is the case. They said that **bullying is rare** and that they trust the school's adults to deal with any bullying that does happen.

Pupils value the support which the school provides for them and they feel well cared for by teachers and other adults in school.”

“Pupils have a **well-developed understanding of e-safety issues and know exactly how to stay safe online.**”

“Students enjoy the sixth form. All who spoke with inspectors said that **they were glad that they had joined the sixth form.**”

Expectations of staff and pupils are now high, with everyone expected to **'be the best you can be'**

“Most pupils enjoy school and **attendance is consistently higher than the national average** for secondary schools.”

“Behaviour in the sixth form is **exemplary.** They provide strong role models for younger pupils.”

“The quality of **pastoral care** for all pupils, especially vulnerable pupils, is a **strength of the school.**”

“The school's work to promote pupils' **personal development and welfare is good.**”

Pupils who have **SEN and/or disabilities make strong progress in all years.** The curriculum meets their needs and teachers and other adults provide high-quality support in lessons and at other times

“Teachers use their **good subject knowledge to plan engaging and challenging activities**”

“Pupils who join the school with weak reading skills are **provided with high-quality support** and they make **strong progress.**”

**What OFSTED said 2018**

Careers guidance for students once they have joined the sixth form is effective. **Support for university applications is particularly strong,** but advice on other alternatives, including apprenticeships, is not neglected.

“Sixth-form students who complete their courses **make good progress in almost all subjects.** This is the case for both A-level and vocational courses.”

“The school is **calm and orderly** throughout the day.”

Provision for pupils who have **SEN and/or disabilities is of a high quality.**

“Pupils behave well in lessons and at other times of the day. They are **polite, articulate and friendly.**”

“Relationships are strong throughout the school. Teachers know their pupils well. **Pupils trust their teachers** and other adults. Consequently, they **feel safe and well supported.**”

“Pupils behave well at breaktime, lunchtime and as they move around the school. **They are courteous and polite to adults.**”

“Pupils who have **special educational needs (SEN) and/or disabilities make very good progress.** They are well taught and **provided with excellent support.**”

**KING EDWARD VI  
HIGH SCHOOL**

**Be the best you can be**

Over the last two years, the school has improved in every respect.

at other times



**KING EDWARD VI**  
HIGH SCHOOL



DRYDEN CRESCENT  
STAFFORD  
ST17 9YJ

[HEADTEACHER@KEVI.ORG.UK](mailto:HEADTEACHER@KEVI.ORG.UK)

[WWW.KEVI.ORG.UK](http://WWW.KEVI.ORG.UK)

01785 258546