



# Staff Handbook

# 2015/2016

## Message from the Headteacher – David Jeapes

In September 2014 Mayfield welcomed an additional 60 pupils into Year R to begin the conversion from an 11-16 secondary school to a 4-16 'all through' school. As one of the first, single site, 'all through' schools in the country, we believe that we have a unique opportunity to help improve and shape the lives of children in our community. If you are reading this handbook then you are, or are thinking about becoming, a member of Mayfield School's staff. Our staff is our most important resource and the main reason why our school is on an improvement trajectory. Our success is based around a strong ethos, good discipline and simple, effective systems. We are not a complacent school and recognise that to secure rapid, sustainable progress we must constantly reflect and improve on what we do. When I first joined the school in April 2011; I shared with staff three simple words that sum up my approach to school management, I seek to be:

- Consistent;
- Persistent;
- Insistent.

Over the last three years we have brought about some significant improvements to the school. In particular we have:

- Established a new uniform and ethos;
- Established a new teaching model (the Mayfield Teaching Model);
- Moved to a 'Vertical Tutoring' arrangement and re-introduced a 'House System';
- Opened a 50 place Nursery/Pre-School in partnership with 'Little Sunbeams' – rated 'Outstanding' by OfSTED;
- Invested over £3 million in our school site.
- Successfully bid for capital from the 'Priority Schools Building Project 2' fund.

### **Vision 2020**

In order to prepare for the transformation from Secondary School to 'all through school' we have identified several strands of work which have been collated into a project plan. Underpinning this plan sits the 'Vision 2020' statement which is designed to provide strategic direction for all decision makers and can be found below:

The new school will operate as an 'all through school' with a single vision, values, staff and governing body. The school will be a co-educational, non-denominational day school for children aged 4 to 16. The school's mission will be to provide its pupils with outstanding:

- Academic standards with a particular focus on acquiring a foreign language, competency as a musician and performer as well as encouraging sporting prowess - all in a timely fashion;
- Pastoral care and support based on nurturing an individual's self-esteem and ambition to realise their full potential and as they move through the school preparing them for the world of work.

In summary:

"Our only limitation is our ambition".

## School ethos

Supporting and actively promoting the ethos of the school is the principle role of EVERY member of staff. ALL members of our community are expected to work hard, be disciplined and show others respect. Our ethos is summarised in our mission statement “Your only limitation is your ambition”. In summary, we expect everyone to:

- Be on time, well presented and properly equipped;
- Show good manners and consider themselves as role models;
- Challenge behaviours which fall short of our high expectations.

ALL staff should recognise that teaching goes on both inside and outside of lesson time and that throughout their working day staff should actively find opportunities to reinforce the schools ethos with pupils whether they are students you teach or not. To this end ALL staff are encouraged to:

- Greet pupils in corridors frequently, encouraging respectful responses from pupils;
- Politely ask pupils to pick up litter;
- Comment on “good behaviours” e.g. “You look very smart, well done”;
- Actively take an interest in a pupil who looks injured or in some other way distressed;
- Ask pupils to stand up right when they talk to you and encourage eye contact.

Staff should note that duties are a particularly useful way of reinforcing the school’s ethos. Therefore, staff undertaking a duty are encouraged to actively engage with pupils, not “guard space”; whilst maintaining high levels of vigilance.

## Results (% cohort securing 5A\*-C GCSE grades including English and Mathematics)

In 2011, 2012 and 2013 we have been recognised by the Specialist Schools and Academies Trust as among the most improved schools in the country. Results dipped back in 2014, but our improvement trend was re-established in 2015 with a significant rise on all key measures

Year	2008	2009	2010	2011	2012	2013	2014	2015
Mayfield	23	28	41	43	61	55	40	51
National	48	51	55	58	59	58	55	
Difference	-25	-23	-14	-15	+2	-3	-15	

**General Information (Section maintained by Matt Stedman)**

**Timings of the School Day**

<b>Infant Section (Year R)</b>		
Time	Activity	Notes
7.45 to 8.45	Breakfast Club	£6 per session
8.45 to 9.00	Meet and Greet	Parents drop off pupils at the east gate
9.00 to 10.00	Lesson 1 (60mins)	
10.00 to 11.00	Lesson 2 (60mins)	
11.00 to 11.15	Break (15mins)	
11.15 to 11.30	Assembly (15mins)	
11.30 to 12.30	Lesson 3 (60mins)	
12.30 to 1.15	Lunch (45mins)	
1.15 to 2.15	Lesson 4 (60mins)	
2.15 to 2.30	Break (15mins)	
2.30 to 3.30	Lesson 5 (60mins)	
3.30 to 4.30	Extra-Curricular (60mins)	All pupils take at least two sessions
4.30 to 6.00	After School Club	£8 per session

<b>Senior Section (Years 7 to 11)</b>					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7.45 to 8.15	Breakfast Club in Café Tranquilo from 7.45am – No charge Senior gate opens from 7.45am				
8.15 to 8.45	Resilience (Years 7 and 8 only)				
8.45 to 9.45	Period 1				
9.45 to 10.45	Period 2				
10.45 to 11.35	Tutor/Break (See below)				
11.35 to 12.35	Period 3				
12.35 to 1.35	Period 4				
1.35 to 2.00	Lunch				
2.00 to 3.00	Period 5				
3.15 to 4.15	Extra-Curricular Activities/Period 6 for Year 11				

<b>Tutor/Break</b>						
Time		Monday	Tuesday	Wednesday	Thursday	Friday
10.45 to 11.10	Discovery	Tutor	Tutor	Assembly	Tutor	Tutor
	Victory	Tutor	Tutor	Tutor	Tutor	Assembly
	Intrepid	Break				
	Endeavour	Break				
11.10 to 11.35	Discovery	Break				
	Victory	Break				
	Intrepid	Tutor	Tutor	Assembly	Tutor	Tutor
	Endeavour	Tutor	Tutor	Tutor	Tutor	Assembly

Year 11 Assembly is held on a Monday

Year R and 1 pupils should be dropped off at the gates on Mayfield Road between 8.45am and 8.55am. Pupils in Years 7 to 11 should use the north gate (on Hewett Road). Year 7 and 8 should be on site by 8.10am and Years 9, 10 and 11 on site by 8.40am.

The senior section operates a 'split' first break as outlined above. Pupils on break are not allowed upstairs and may only access:

- Year 7 canteen
- New Canteen
- Café Tranquilo (Year 11)
- Patio
- West Quad
- West Field
- Unisex Toilet
- Tennis Court

### Term days, dates and finishes

	Start	Finish	No. Days	TD Days	Early Finish @ 1.35pm
Summer 2	1 <sup>st</sup> June	22 <sup>nd</sup> July	38 days	15 <sup>th</sup> and 16 <sup>th</sup> June	3 <sup>rd</sup> July and 22 <sup>nd</sup> July
Autumn 1	1 <sup>st</sup> September	23 <sup>rd</sup> October	39 days	1 <sup>st</sup> September & 8 <sup>th</sup> October	8 <sup>th</sup> October
Autumn 2	2 <sup>nd</sup> November	18 <sup>th</sup> December	35 days	None	18 <sup>th</sup> December
Spring 1	4 <sup>th</sup> January	12 <sup>th</sup> February	30 days	28 <sup>th</sup> January 2016	None
Spring 2	22 <sup>nd</sup> February	24 <sup>th</sup> March	24 days	None	None
Summer 1	11 <sup>th</sup> April	27 <sup>th</sup> May	34 days	None	None
<b>New Academic Year begins 20<sup>th</sup> June 2016</b>					
Summer 2	6 <sup>th</sup> June	20 <sup>th</sup> July	33 days	20 <sup>th</sup> and 21 <sup>st</sup> June 2016	20 <sup>th</sup> July 2016

### Directed time calculation

<b>Senior Section (Years 7 to 11)</b>				
Activity	Time	Decimal	Freq	Total
Daily Session (8.40am to 3.05pm)	6h0min	6	186	1116
Early Finish (8.40am to 1.35pm)	5h0min	5	4	20
TD Days (9.00am to 2.30pm)	5h0min	5	5	25
Parents Evenings (4.00pm to 7.00pm)	3h0min	3	7	21
Monday Briefing (3.15pm to 3.30pm)*	0h25min	0.416667	38	15.83335
Resilience (8.10am to 8.40am)	0h30min	0.5	38	19
Monday Meeting (3.30pm to 4.30pm)	1h0min	1	38	38
Open Evening (4.30pm to 8.30pm)	4h0min	4	1	4
Contingency				6.166654
			Total	1265
<b>Infant Section (Year R to 2)</b>				
Activity	Time	Decimal	Freq	Total
Daily Session (8.40am to 3.35pm)	6h10min	6.166667	186	1147
Early Finish (8.40am to 1.20pm)	3h55min	3.916667	4	15.66667
TD Days (9.00am to 2.30pm)	5h0min	5	5	25
Parents Evenings (4.00pm to 7.00pm)	3h0min	3	4	12
Resilience (8.10am to 8.40am)	0h30min	0.5	38	19
Extra - Curricula (3.35pm to 4.35pm)	1h0min	1	38	38
Contingency				8.33327
			Total	1265

\*includes 10mins trapped time

## Leadership Team roles and responsibilities (Section maintained by David Jeapes)

### Headteacher: (David Jeapes)

All staffing  
School Improvement Planning  
Marketing and Publicity  
Developing Collaboration Links  
Parental Engagement  
Line management of: DHT's, Early Years & Head's PA  
Governing Body Committee: All Committees

### Director of Learning (Mathematics)

#### Deputy Headteacher: Quality and Learning (Louise Hillier)

Senior Investigating Officer  
Quality Assurance & Establishing QA systems EY - KS4  
Staff Appraisal and Training  
Construction and Maintenance of Timetable  
Curriculum Development  
Options  
Line management of: Fiona Harrison, Steph Richards, Ryan Gibson, Maria Glead, Sam Tearle  
Governing Body Committees: All committees (as required)

### Director of Learning (English, MFL)

#### Deputy Headteacher: Business Manager (Matt Stedman)

Senior Investigating Officer  
School Self Evaluation  
HR & Finance  
Maximising Achievement  
Cover  
Trips and Visits  
School environment  
School calendar  
Careers and WRL  
STEM/IGNITE  
Line management of: Erika Anders, Andy Tite, Gordon Jackson, Matt Shires and Helen Patis  
Governing Body Committees: All committees (as required)

### Director of Learning (RE, History, Geography and PSHE)

#### Assistant Headteacher: (Andy Tite)

LT Link for Year 11  
Year 11 Achievement Coordinator  
Coordinating SMSC  
Baseline Testing  
SIMS  
Target Setting (Prior Attainment Indicators)  
Six week report and monitoring cycle  
Oversight of exams: Internal and external Reports  
Revision programmes  
Line management: Dan Page

### Head of Infants (Maria Glead)

Oversight of Year 1  
Friends of Mayfield

### Director of Learning (PE, ICT and Business)

#### Assistant Headteacher (Ryan Gibson)

LT Link for Endeavour  
Oversight of the House System  
Student Voice and Leadership  
Mid-Year admissions  
Oversight of Assemblies and Assembly Programme  
Theme for the week  
Tutor Programme  
Student Planner  
Line management of: Heads of House, House Event and Sports Coordinator

### Director of Learning (SEN and Inclusion and Discovery)

#### Assistant Headteacher (Erika Anders)

SENCo  
Oversight of Safeguarding  
DSL  
Closing the gap (Pupil Premium)  
Looked After Children  
Alternative Provision  
EAL Coordinator  
Line management of: Learning Support Team

### Director of Learning (Technology and Intrepid)

#### Assistant Headteacher (Fiona Harrison)

Attendance & Punctuality  
Morning Routine (8.00 a.m. to 9.00 a.m.)  
Coordinating rewards and sanctions  
Homework/Prep  
Duties  
Parents' Evenings  
Community Liaison and Police liaison  
Behaviour Management System  
Personal Curriculum Plans/Pastoral Support Plans  
Parental Complaints  
Line management of: Behaviour and Attendance Team

### Director of Learning (Science and Victory)

#### Assistant Headteacher (Steph Richards)

Coordinating the work of Lead Teachers  
Teaching and Learning  
e-learning (VLE, adaptive technologies)  
Line management of: Professional Mentor and Lead Teachers

### Director of Learning (Music, Art, Dance and Drama and Endeavour)

#### Assistant Headteacher (Samantha Tearle)

LT link for Intrepid  
Whole School Literacy Strategy  
Boys' underachievement  
Middle leader coach  
Accelerated Reader  
Resilience  
Line Management of: Library Staff

## Wider Leadership Team roles and responsibilities (Section maintained by David Jeapes)

### **Head of Early Years (Jo Buck)**

Link with Nursery and Pre-School  
Oversight of Year R  
Completion of the EYFS Profile  
Transition into EY

### **Tracy Williams**

Professional Mentor  
Staff and Volunteer Induction  
NQT+1/NQT+2 programme

### **Claire Waterfield**

KS2/3 transition  
Young Mentors

### **Nicky Cowles**

Rights and Respect School Award (RRSA)  
Students Voice and Leadership

### **Lucy Webber**

SMSC

### **Steve Browning**

Mayfield Extra

### **Phil Denford**

Maths Across the Curriculum (MAC)

### **Gordon Jackson**

STEM and IGNITE

## Staff list and contact details

SURNAME	NAME	ROLE	EXT	CODE	TG	ROOM	EMAIL
<b>INTERNAL EXCLUSIONS (DUTY MANAGER)</b>			<b>251</b>			<b>205</b>	<b>DM@mayfield.portsmouth.sch.uk</b>
ABBOTT	Teresa	Cover Supervisor		ABB			Abbott@mayfield.portsmouth.sch.uk
AKRITIDOU	Kaliopi	Teacher	247	AKR	VI9	146	Akritidou@mayfield.portsmouth.sch.uk
ALDERTON	Vanessa	Teacher	247	ALD		151	AldertonV@mayfield.portsmouth.sch.uk
ANDERS	Erika	AHT & SENCO Co-ordinator	262	AND	Discovery LT Link	150a	AndersE@mayfield.portsmouth.sch.uk
ASSINDER	Eleanor	Lead Teacher		ASI	EN5	126	AssinderE@mayfield.portsmouth.sch.uk
ATKINSON	Emmie	Apprentice TA			Infant		AtkinsonE@mayfield.portsmouth.sch.uk
BACKHOUSE	Danny	Business & Administration Apprentice	270				BackhouseD@mayfield.portsmouth.sch.uk
BARNES	Wanda	Assistant Subject Leader (English)	233	BRN	VI2	114	Barnes@mayfield.portsmouth.sch.uk
BATCHELOR	Thomas	Teacher	247	BAT	DI4	152	BatchelorT@mayfield.portsmouth.sch.uk
BEECH	Aisha	Teacher		BEE			BeechA@mayfield.portsmouth.sch.uk
BENNETT	Stephen	Teacher	218	BEN	VI4	39	BennettS@mayfield.portsmouth.sch.uk
BEVAN	Georgia	AP Teaching Assistant					BevanG@mayfield.portsmouth.sch.uk
BINDING	Bridget	Lunchtime Supervisory Assistant					
BLACKMAN-PRICE	Xian	Teacher	240	PRI		130	PriceX@mayfield.portsmouth.sch.uk
BORER	Paul	Site, Infrastructure and Risk	244			153	Borer@mayfield.portsmouth.sch.uk
BOTHAM	Nicola	Teacher	218	BTH	EN10	36	BothamN@mayfield.portsmouth.sch.uk
BRADSHAW	Lucy	Teacher	218	BRD	IN6	34	BradshawL@mayfield.portsmouth.sch.uk
BROMBLEY	Lisa	Technician – Student Support	218				BrombleyL@mayfield.portsmouth.sch.uk
BROWNING	Steve	Subject Leader (PE)	209	BRW	VI10	104	BrowningS@mayfield.portsmouth.sch.uk
BUCK	Joanne	Head of Early Years		BUC			Buckj@mayfield.portsmouth.sch.uk
BUNTING	Katelyn	Teacher	207	BUN	DI2	51	BuntingK@mayfield.portsmouth.sch.uk
BUTTON	Simon	Site, Infrastructure and Risk	229			59	ButtonS@mayfield.portsmouth.sch.uk
CAIN	Simone	Teacher	237	CAI	VI5	130	Graham@mayfield.portsmouth.sch.uk
CAMPBELL	James	Teacher	207	CAM	IN10	143	CampbellJ@mayfield.portsmouth.sch.uk
CAMPBELL**	Jessica	Head of Intrepid House	260	HOW		4	HowlettJ@mayfield.portsmouth.sch.uk
CARLIN	Hannah	HR, Admin and Finance	246			56	carlinh@mayfield.portsmouth.sch.uk
CHAPMAN	Camilla	Teacher		CHA	DI10		ChapmanC@mayfield.portsmouth.sch.uk
COWLES	Nicola	Teacher	240	CWL			CowlesN@mayfield.portsmouth.sch.uk
CRANFIELD	Thomas	*Subject Leader (English)	233	CRA	EN10	116	CranfieldT@mayfield.portsmouth.sch.uk
DALE	Jeffrey	Subject Leader (Art)	237	DAL	EN7	128	Dale@mayfield.portsmouth.sch.uk
DARE	Amy	Teacher	233	DAR	IN9	107	DareA@mayfield.portsmouth.sch.uk
DAVIS	Rebecca	Teacher	233	DAV	VI3	110	DavisR@mayfield.portsmouth.sch.uk
DENFORD	Phil	Teacher	247	DEN	EN1	52	DenfordP@mayfield.portsmouth.sch.uk
DENFORD	Rebecca	Teacher	207	DFD	VI9	146	DenfordR@mayfield.portsmouth.sch.uk
DRUDGE	Kelly	Teacher	233	DRU	VI6	115	DrudgeK@mayfield.portsmouth.sch.uk
DYER	Chris	Student Support	239			135A	DyerC@mayfield.portsmouth.sch.uk
ELLIS	Sharon	HR, Admin and Finance	257			56	EllisS@mayfield.portsmouth.sch.uk
EVANS	Jacqueline	Learning Support	267	EVA		150	EvansJ@mayfield.portsmouth.sch.uk
FAIRLEY	Joanne	Teacher	207	FAI	DI6	53	FairleyJ@mayfield.portsmouth.sch.uk
FERGUSON	Jade	Unqualified Teacher		FER		150	FergusonJ@mayfield.portsmouth.sch.uk
FIRTH	Judith	Teacher	211	FIR	VI1	105	Firthj@mayfield.portsmouth.sch.uk
FLETCHER	Elaine	Learning Support	267			150	Fletcher@mayfield.portsmouth.sch.uk
FLETCHER	Holly	Apprentice TA					fletcherh@mayfield.portsmouth.sch.uk
FLEXMAN	Paul	Lead Science Technician	218				FlexmanP@mayfield.portsmouth.sch.uk
FRANKLIN	Alex	Teacher	217			26	FranklinA@mayfield.portsmouth.sch.uk
GARDNER	Karin	Learning Support	267			150	Gardner@mayfield.portsmouth.sch.uk
GIBSON	Ryan	AHT & DOL ( ICT & Business)	204	GIB	Intrepid LT Link	155	gibsonr@mayfield.portsmouth.sch.uk
GLEED	Maria	HOI & DOL (Mu, Da & Dr)	206	GLE		6	gleedm@mayfield.portsmouth.sch.uk
GOODCHILD	Terry	Teacher (KS3 Standards Manager)	218	GOO	DI4	39	Goodchild@mayfield.portsmouth.sch.uk
GRAY	Lucie	English Intervention Manager	233	GRA			GrayL@mayfield.portsmouth.sch.uk
GROOM	Carol	Library Assistant	238			Library	GroomC@mayfield.portsmouth.sch.uk



SURNAME	NAME	ROLE	EXT	CODE	TG	ROOM	EMAIL
<b>INTERNAL EXCLUSIONS (DUTY MANAGER)</b>			<b>251</b>			<b>205</b>	<b>DM@mayfield.portsmouth.sch.uk</b>
GROOM	Emma	Learning Support	267			150	GroomE@mayfield.portsmouth.sch.uk
HABGOOD	Rachel	Teacher	218	HAB	VI7	38	habgoodr@mayfield.portsmouth.sch.uk
HAESTIER	Christina	Teacher	218	HAE	DI9	41	haestierc@mayfield.portsmouth.sch.uk
HALL	Jill	HR, Admin and Finance	257			56	HallJ@mayfield.portsmouth.sch.uk
HAMILTON	Jackie	HR, Admin and Finance	225			56	Hamilton@mayfield.portsmouth.sch.uk
HARRISON	Fiona	AHT & DOL (Ad, Te & Constructions)	204	HRR	Year 10 LT Link	155	HarrisonF@mayfield.portsmouth.sch.uk
HEAD	Gayle	Subject Leader (Maths)	207	HEA		50	Head@mayfield.portsmouth.sch.uk
HERMAN	Jezra	Teacher	218	HER	IN7	37	Hermanj@mayfield.portsmouth.sch.uk
HILLIER	Louise	DHT (Q&L); DOL (Ma)	268	HIL		142	HillierL@mayfield.portsmouth.sch.uk
HOLLIS	Lynne	HR, Admin and Finance	201			1	Hollis@mayfield.portsmouth.sch.uk
HOPKINSON	Jennifer	Teacher		HOP			HopkinsonJ@mayfield.portsmouth.sch.uk
HORTON	Charlotte	Teacher	240	HOR	EN4	124	hortonc@mayfield.portsmouth.sch.uk
HOUSE	Carol	Subject Leader of ICT and Computing	247	HOU	IN1	149	HouseC@mayfield.portsmouth.sch.uk
HUTCHINSON	Sarah	Teacher	209	HUT		PE	Hutchinson@mayfield.portsmouth.sch.uk
JACKSON	Gordon	STEM Co-ordinator	218	JAC		33	JacksonG@mayfield.portsmouth.sch.uk
JEAPES	David	Head Teacher	201	JEA		2	JeapesD@mayfield.portsmouth.sch.uk
JENKINS	Lisa	Teacher	240	JEN	EN3	139	Jenkins@mayfield.portsmouth.sch.uk
JOHN	Michele	Home/Family Link Worker	230			49b	John@mayfield.portsmouth.sch.uk
JOHNSON	Sarah	Head of Victory House	232	JOH		14	JohnsonS@mayfield.portsmouth.sch.uk
JONES	Jessica	Teacher		JON	DI8	139	JonesJ@mayfield.portsmouth.sch.uk
KENNEALLY	Sean	Behaviour Support	242				KenneallyS@mayfield.portsmouth.sch.uk
LAKE	Kirstie	Apprentice Technician (Sc)					LakeK@mayfield.portsmouth.sch.uk
LANGDON	Marion	Teaching Assistant (Base)	267	LAN		139	Langdon@mayfield.portsmouth.sch.uk
LAWRENCE	Sophy	Apprentice TA					lawrenceS@mayfield.portsmouth.sch.uk
LESLIE	Eleanor	Teaching Assistant (Infant)					LeslieE@mayfield.portsmouth.sch.uk
LESTER	Elizabeth	Teaching Assistant (Infant)					LesterE@mayfield.portsmouth.sch.uk
LOPEZ	Carlos	Teacher	234	LOP	DI1	218a	LopezC@mayfield.portsmouth.sch.uk
MANNS	Steph	HR, Admin and Finance	259			56	Manns@mayfield.portsmouth.sch.uk
MCCULLAGH	Carole	Behaviour Support	251			123	McCullagh@mayfield.portsmouth.sch.uk
MIHELL	Sue	Lunchtime Supervisor					
MOXHAM	Jay	Apprentice learning Resources	238				Moxhamj@mayfield.portsmouth.sch.uk
MULLIN	Ralph	Subject Leader (Music)	214	MUL	IN3	28	Mullin@mayfield.portsmouth.sch.uk
OLD	Ray	Site, Infrastructure and risk	229			59	OldR@mayfield.portsmouth.sch.uk
PAGE	Daniel	Admin Assistant	204			155	PAGED@mayfield.portsmouth.sch.uk
PARSONS	Kerrie	Lead Teacher (English)	233	PAS	VI9 (Mon)	104	Parsons@mayfield.portsmouth.sch.uk
PATIS	Helen	Team Leader (Student Support)	223			54	Patis@mayfield.portsmouth.sch.uk
PICKERING	Emma	Teacher	240		IN4	122	PickeringE@mayfield.portsmouth.sch.uk
RALPH	Simon	Assistant Subject Leader (Maths)	207	RAL	IN2	145	RalphS@mayfield.portsmouth.sch.uk
READ	Mary	Cover Supervisor					Read@mayfield.portsmouth.sch.uk
REEVE	Sean	Assistant Subject Leader (Maths)	207	REV	DI7	147	ReevesS@mayfield.portsmouth.sch.uk
REID	Carly	Extra-Curricular Activities Co-ordinator	209	RED	VI5	117	reidc@mayfield.portsmouth.sch.uk
REID*	Steven	Acting Head of Intrepid/House, Sports Co-ordinator		REI		4	Reid@mayfield.portsmouth.sch.uk
RICH	Sharon	Subject Leader (History)	240	RIC	DI3	137	Rich @mayfield.portsmouth.sch.uk
RICHARDS	Stephanie	AHT & DOL (Science)	227	RIH	Victory LT Link	5	Richardss@mayfield.portsmouth.sch.uk
RICHARDSON	Ben	Teacher	218	RCH	VI6 (Mon/Tues)	40	Richardsonb@mayfield.portsmouth.sch.uk
RITCHIE	Jennifer	Teacher	235	RIT	VI8	120	Ritchiej@mayfield.portsmouth.sch.uk
ROGERS	Lesley	Cover Supervisor	213	1RO		44	RogerSl@mayfield.portsmouth.sch.uk
ROLFE	Sharon	Education Welfare Officer	230			49	Rolfe@mayfield.portsmouth.sch.uk
ROWNTREE	Sally	Student Support (Medical)	224			55	Rowntree@mayfield.portsmouth.sch.uk
RUSSELL	Toni	Cover Supervisor				150	Russell@mayfield.portsmouth.sch.uk
SANDS	Carole	KS4 Behaviour and Attendance Manager	261	SAN		3	Sands@mayfield.portsmouth.sch.uk
SHAW	Jonathan	Learning Support	267			150	ShawJ@mayfield.portsmouth.sch.uk
SHAW	Sharon	Assistant SENCo	267	SHA	EN6	109	ShawS@mayfield.portsmouth.sch.uk
SHEPPARD	Amber	Teacher (Infant)		SHP			SheppardA@mayfield.portsmouth.sch.uk
SHIRES	Matthew	Bursar	257			56	ShiresM@mayfield.portsmouth.sch.uk

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<b>INTERNAL EXCLUSIONS (DUTY MANAGER)</b>			<b>251</b>			<b>205</b>	<b>DM@mayfield.portsmouth.sch.uk</b>
SINCLAIR	Nancy	Teacher	207	SIN	IN8	144	SinclairN@mayfield.portsmouth.sch.uk
SLATER	Charlotte	Teacher	233	SLA	IN5	103	SlaterC@mayfield.portsmouth.sch.uk
SLIWINSKI	Shirley	Subject Leader (MFL & WRL/Enterprise)	234	SLI	VI5	117	Sliwinski@mayfield.portsmouth.sch.uk
STAMP	Jane	Learning Support	267	STA	8	150	Stamp@mayfield.portsmouth.sch.uk
STEDMAN	Karen	Teacher	218	STM	DI10	40	StedmanK@mayfield.portsmouth.sch.uk
STEDMAN	Matthew	DHT (Business Manager) & DOL (En, Mfl)	203	STE		111	StedmanM@mayfield.portsmouth.sch.uk
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TITE	Andrew	AHT & DOL (Hi; RE & Ge)	204	TTE	Endeavour LT Link	155	Tite@mayfield.portsmouth.sch.uk
TURNER	Claire	Lead Teacher (Technology)	235/239	TUR	EN3	131	TurnerC@mayfield.portsmouth.sch.uk
UDDIN	Minhaz	Teacher	207	UDD	EN9	102	UddinM@mayfield.portsmouth.sch.uk
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WALLIS	Kyrie-Anne	Subject Leader (Technology)	235	WAL		126	Wallis@mayfield.portsmouth.sch.uk
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WEBBER	Lucy	Subject Leader (Geography)	EN2	WBB		123	WebberL@mayfield.portsmouth.sch.uk
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WILLIAMS	Tracey	Lead Teacher (Maths)	207	WMS		62	WilliamsT@mayfield.portsmouth.sch.uk
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WRIGHT	Graham	Site, Infrastructure and Risk	229			59	WrightG@mayfield.portsmouth.sch.uk
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\*Acting position

\*\*On maternity leave

### **Purpose of the MTM**

The purpose of the MTM is to provide all staff with clear expectations of how lessons should be delivered at Mayfield. Whilst parts of the model are highly prescriptive, there is also ample opportunity for staff to be creative within this framework. This model will be in constant development and regular updates will be provided throughout the year. However, the fundamental principles will never change. These are; outcomes will be “outstanding” if all lessons are thoroughly planned, activities are engaging and feedback is formative.

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### **Non-negotiable routines**

Routines underpin the smooth working of the school and ensure that our ethos is “alive”.

#### *Before the lesson:*

- Line pupils up in pairs and insist on silence – do not be tempted to allow pupils into the classroom before you have achieved silence.
- Perform a quick uniform check as they enter especially ensuring Years 7, 8, 9 and 10 have their house badge on their left lapel.
- When pupils enter the room they should stand behind their chairs and place pen, pencil and planner on the desk as per the seating plan. Pupils should also have a reading book for silent reading lessons.
- To formally start the lesson the teacher should thank pupils for their behaviour and ask them to sit quietly. At this point staff may decide to allow pupils to take their blazer off and staff may remove their jackets.

#### *During the lesson:*

- Staff should share the **Lesson Objective** and **Graded Success Criteria** and **have it** projected up using the attached power point template at an appropriate time in the early stage of the lesson. Pupils do NOT need to write down objectives.
- A register must be completed within the first 10 minutes of the lesson and then closed. Once the register is closed, teachers can decide to accept a late pupil into their lesson or not. This does NOT mean pupils have 10 minutes to arrive to lessons!
- A memorable plenary must take place at the end of the lesson and must allow pupils to demonstrate progress and what they have learnt in connection to the lesson outcome. This should be at least 5 minutes.
- During the lesson staff must use the stepped behaviour system.
- During the last 60 seconds of a lesson, pupils should be asked to stand behind their chair and put their blazer on. At this point staff should check for any litter on the floor and encourage pupils to put litter in the bin. Staff should then dismiss pupils in an orderly fashion.

#### *Out of lesson:*

- If pupils are required to move around the school during the lesson then they should walk in pairs and be silent. It is good practice to have ‘stopping points’ during long journeys to ‘regroup’ and pick up any pupils who are dawdling.
- If individual pupils need to leave a lesson they (not the member of staff) must complete an “out of class pass”. These are available from the staff room. Any pupil out of lesson without a pass will be escorted to Internal Isolation.
- Health and Safety (H and S) is paramount throughout the school and staff and pupils need to be aware of any risks to themselves during a lesson. Pupils should be encouraged to deliver H and S themselves to show full awareness

of issues. Staff should model correct H and S procedures by, for example, tying long hair back and wearing protective equipment

### **Lesson Objectives and Graded Success Criteria**

Every lesson should start with an explanation of what the Lesson Objective is for the lesson i.e. what will they know at the end of the lesson that they did not know at the beginning or what skills are being practised or developed. To aid differentiation the Success Criteria must be linked to the KS3 level criteria or GCSE grade criteria.

An example of how this should look:

**Lesson Objective:** To learn, understand and analyse the imagery of Wilfred Owen's poem 'Dulce et Decorum Est'.  
Group is C/D borderline standard.

#### **Success Criteria:**

- Finding relevant quotations (Grade C);
- Analysing the connotations of the language (Grade C/B);
- Writing using PEE (Grade C minimum).

The Success Criteria should reflect the ability of the class and be challenging.

Throughout the lesson, the Lesson Objective and Success Criteria should be referred to so that the pupils can see clearly the progress they are making in the lesson.

### **Assessment for Learning (AfL)**

Assessment for Learning is an important tool to enable teachers and pupils to assess progress to date and recognise next steps to learning. Staff should consider which elements of AfL would be most appropriate in each lesson.

There are many techniques that can be employed. These include:

- Formative marking;
- Peer and self-assessment;
- Questioning;
- Group work and Student led learning.

### **Differentiation and Challenge**

All staff are expected to use the data available to plan challenging differentiated. All staff should be aware of special educational needs as well as those pupils who are classified as able or talented in their subject and provide appropriate resources to access the learning.

Staff are encouraged to "take risks" with their teaching and try different approaches and activities in their classrooms or other spaces in the school. We are lucky in that we have a large site with many big spaces. These can be booked in advance if you want to try out something a bit different!

### **Numeracy**

Where appropriate all staff are encouraged to make links to numeracy across the curriculum. The school has a dedicated numeracy focus which changes each half term to ensure basic numeracy skills are embedded. Each numeracy link should be highlighted to pupils using the M.A.C (maths across the curriculum) logo. Posters to encourage numeracy are displayed in each room.

## **Formative Marking**

The one aspect of AfL that pupils find the most helpful in improving their work is formative marking. The school has an established marking policy which requires staff to use a standard pro-forma which is stuck into books to assess progress.

Our pro-forma requires pupils to respond to teacher comments which helps encourage the development of a staff/pupil dialogue to aid progress.

## **Learning Environment**

Classroom displays and general tidiness affect pupils' attitudes toward a lesson and their school. Staff should ensure that rooms are uncluttered and that displays are relevant regularly changed and highlight pupil achievement. Classroom windows and doors looking onto the corridor should be kept clear to create a "transparent culture" around the school and for Fire Safety.

All staff having a teaching room assigned should ensure that there is a display which aims to exemplify standards within their subject area. There will be a separate display in each classroom for tutor use. Offices/other communal areas must be kept tidy and free from clutter. ALL classrooms will have "corporate" colours, carpets and blinds. Staff MUST NOT stick work or posters directly on to walls or in any other way decorate their classroom. Displays should be hung on the designated display boards. Additional boards are available upon request.

## **Behaviour for Learning**

When planning, delivering or supporting lessons; all staff should ensure that pupils have the opportunity to show appropriate Behaviour for Learning. To this end, all pupils should:

- Be engaged (body language, completing tasks);
- Be resilient (don't give up when challenged);
- Show respect and support each other (don't wait for the teacher to offer help but ask peers);
- Exhibit safe behaviour, adopt healthy lifestyles and model this to their peers.

## **Prep**

Preparation for learning (Prep) is an important part of developing independence, literacy, research skills and time management. At Key Stage 3 all pupils receive four extended projects per half-term. Each project has an element of extended writing which must be hand written. Staff have two weeks from submission date to mark the work and return it to the pupils. In addition homework is set after every maths lesson.

At Key Stage 4 subjects set homework regularly according to the timetable. All KS4 pupils are given a series of seminars around revision skills and departments link homework to these themes as appropriate.

The completion of homework should be recorded and monitored.

## **Literacy**

Literacy is fundamentally important for the success of all learners across the whole school curriculum. Improving literacy skills of communication, reading and writing enables learners to succeed across both key stages.

ALL staff must take responsibility for teaching literacy. Wherever possible, reading tasks and opportunities for extended writing should feature in all lessons. Staff members are encouraged to incorporate some of the following activities into their lessons and homework tasks or activities:

- Group reading;
- Paired reading;
- Extended writing.

Written work should be marked according to the Mayfield Marking Policy and all staff are expected to use their purple highlighters to bring a literacy focus to marking, for example highlighting a selection of spelling, punctuation or paragraph errors. Pupils should then be offered opportunities to act upon errors which they may have made.

All staff must have high standards of presentation, and as a minimum, should expect pupils to write in full sentences which are accurately demarcated. Pupils should display the school's 'Presentation Policy' on the front of books. Staff must assess pupils' presentation regularly as part of the 'presentation for learning' progress reviews for all learners.

Staff must be aware of the Literacy Focus for each half term, and actively promote this within their area of the school.

### **Non-Negotiable routines:**

- Every teacher is a teacher of literacy.
- All pupils will be provided with a presentation policy which will be displayed prominently on their books/folders.
- Teachers will assess each child, as part of the routine progress review, on their 'Presentation for Learning.'
- Teachers will regularly offer opportunities for pupils to extend writing via class work, Prep and homework.
- Teachers will insist that, where appropriate, written work is written in full sentences, which are correctly punctuated. This work will be presented to a high standard.
- Teachers will ensure that there is regular purple highlighting taking place, and that pupils are given an opportunity to reflect and act upon this.
- All teachers, tutors, and support staff are aware of the literacy focus in each half term, and actively promote and facilitate this.
- All staff should be positive role models for good spoken literacy.

### **Recommended routines:**

- Teachers to ensure pupil's work include glossaries of key subject terminology.
- Pupils should be offered time to proof read, edit and improve their work on completing a piece of writing.

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

All staff are responsible for teaching SMSC and should look for opportunities to deliberately include it as part of their lessons. Some subject areas lend themselves obviously to this but there are ways to incorporate some of these into every subject. Here are some examples of how teachers may incorporate SMSC into their lessons:

#### **Spiritual Development**

- How beliefs inform their perspective on life and interest in and respect for different people's feelings and values;
- Sense of enjoyment and fascination in learning about themselves and others;
- Use of imagination and creativity in their learning e.g. use of role play, presentations;
- Being prepared to reflect on their experiences e.g. self- assessment.

#### **Moral development**

- Able to recognise the difference between right and wrong;
- Understand the consequences of their actions;
- Interest in investigating and giving reasoned views about moral and ethical issues.



## **Social development**

- Using a range of social skills in variety of contexts including working with pupils from different backgrounds to their own e.g. organisation of groups, seating plans;
- Willing to participate in a variety of social settings, cooperating well with others and resolving conflict successfully e.g. Group work;
- Interest in and understanding of the way communities and societies work at a variety of levels e.g. learning about another culture, religious beliefs and the way they affect how people live.

## **Cultural development**

- Understand the wide range of cultural issues that have shaped their heritage ;
- Willing to participate in a variety of opportunities e.g. artistic, sporting, mathematical, technological, scientific and cultural e.g. extra-curricular activities, joining in different activities in lessons;
- Interested in exploring, understanding and showing respect for cultural diversity. This is shown in attitudes to different groups in society at a variety of levels e.g. how they mix in social time.

As well as opportunities to develop SMSC in lessons pupils also extensively experience the key British values of 'democracy', 'individual liberty', 'mutual respect', 'tolerance of others faiths and beliefs' and the 'rule of law' as part of our pastoral programme (assemblies, tutor programme and themes of the week). As part of these sessions pupils are given an opportunity to learn how these values shape our society and to discuss and reflect upon how they contribute to a positive community for all.

## **Tutor Periods and assemblies**

From June 2013 we introduced a 'split' morning break and moved to a 'Vertical' Tutoring arrangement for Years 7, 8, 9 and 10. As of June 2014 Year 11 are also now part of this tutoring system. We also introduced a new tutor programme which includes the following elements:

'On Your Marks'. This session is for completion of admin such as planner signing and chasing attendance and passing on key messages to your tutees;

'Voting Voice'. This allows all pupils to vote on a national, local or school based issue to express their opinions and also make a difference to school life;

'Circle Time'. During this session staff will lead a guided discussion on an issue related to school attainment;

'Dockyard'. Twice a week pupils follow a specific S.O.W to develop personal learning and thinking skills and awareness of cross curricular skills. All tutees have a rough book to support their learning.

House assemblies take place on a Wednesday (Discovery followed by Intrepid) and Friday (Victory followed by Endeavour). Year 11 meet on a Monday. All assemblies take place in the Main Hall unless indicated otherwise in the weekly staff briefing notes (sent out on a Friday afternoon). Infrequently, a Year group assembly may take place on a Tuesday or Thursday.

On assembly days, tutors should take a register and ask pupils to leave their bags in the tutor room. In pairs and in silence, tutors should bring their group to the assembly venue and (in the case of the main hall) enter via one of the side doors. Pupils should sit until the Head of House or their designate start the assembly by asking pupils to stand and introducing the speaker or member of staff leading the assembly. At the end of the assembly, tutors should accompany their pupils back to the tutor room and dismiss into break or Period 3.

Further detailed information on the tutor programme and role of a tutor can be found on the shared area in the Pastoral folder.

### **Developing Student Independence**

Pupils must be systematically given the skills to “get themselves out of the hole”. Staff should prepare material for teaching and organise the class such that pupils can:

- Demonstrate to others what they have learnt;
- Act as coaches;
- Have small group or individual coaching;
- Be recognised as proficient in certain skills and share these;
- Research for answers;
- Undertake peer and self-assessment.

### **Meeting the Needs of All**

ALL STAFF MUST make themselves aware of which pupils are in Care. Teaching staff should ensure that they have IEP for all pupils they teach which appear on the SEN Register and that work is appropriately differentiated for those pupils. If you have an LSA in your lesson then it is the teacher’s responsibility to actively direct the LSA to ensure that key pupils are able to access the learning.

### **SEN Codes**

Some pupils appear on the register for Special Educational Needs. Their particular need is recorded on SIMS as follows:

- Early Intervention (EI). If there is an L afterwards this indicates a learning difficulty, if a B then a behaviour difficulty;
- School Action (A). Subject teachers responsible for providing support through differentiation etc;
- School Action Plus (P). School provides additional support e.g. LSA;
- Statement (S). Statutory support provided;
- English as an Additional Language (EAL);
- Looked After Children (LAC).

### **Planning for problems**

Teachers and groups of teachers should actively plan for problems. If you know that you have a class with individual pupils who present BESD then an appropriate range of activities should be prepared. Teachers and groups of teachers are encouraged to devise innovative strategies to engage all pupils particularly during “difficult” time slots. Wherever possible, working in small groups will alleviate some of the pressure of preparing a wide range of activities. Subject Leaders and Directors of Learning should ensure that subject teachers have ample opportunity to share resources and work as a team through the meetings cycle.

### **Out of Class Passes**

Pupils should rarely need to leave lessons. In those instances where a pupil is required to leave a lesson they (not the member of staff) must complete an “out of class pass”. These are available from the staff room. Any pupil out of lesson without a pass will be escorted to Internal Isolation.

### **Resilience**



Resilience is a literacy focussed activity that takes place at the start of the school day for all pupils in Years 7 and 8. It is designed to act as a 'ready to learn' tool as well as improve their literacy skills in reading and writing and is undertaken as an independent learning activity. Members of staff are expected to supervise their timetabled session to ensure that the pupils are working and able to access the materials they have been given. They are not traditionally 'taught' sessions as one of the aims of Resilience is to encourage pupils to learn independently. To run a session staff are required to:

- Arrive on time to enable the session to commence at 8.15;
- Bring a laptop to complete the AM register;
- Follow the Mayfield Teaching Model by lining pupils up and reinforcing the expectations at the start of a lesson;
- Issue achievement points on SIMS to reward pupils for completing a task successfully or finishing their private reading book;
- Make sure pupils have correctly completed an out of class pass found on Page 15/16 of the KS3 planner if they need to go to the library to change a book.

There are two types of sessions:

Silent reading sessions take place **three** times a week. As part of the daily equipment expectation, all pupils are expected to bring a reading book to school. In Key Stage 3, this is linked to the Accelerated Reader scheme to ensure that pupils are reading a suitable book for their own reading ability and to enable them to progress. Silent reading takes place on Monday for all pupils, with two other sessions on alternate days. Silent reading sessions take place in the New and Old Canteens, and the Library. It is recommended to sit pupils alternately boy/girl to enable a focussed learning environment. While the pupils are reading, staff are encouraged to:

- Listen to pupils read;
- Talk to pupils about their book e.g. what is happening, why they chose it, are they enjoying it etc.;
- Model independent reading them self.

If a pupil finishes their book they need to complete the Resilience section of their planner to enable them to go to the Library and take an Accelerated Reader quiz to demonstrate their understanding of the book and to track their achievement and progress. While in the Library, the librarian will help them choose another book.

Literacy Skills Booklets sessions take place on two days within each school week. Here pupils work independently from a tiered booklet matched to their National Curriculum performance at KS2/Year 7. These are designed to reinforce basic skills, introduce pupils to new or more sophisticated techniques and improve reading comprehension. The booklets are tiered as follows (lowest to highest);

- |                          |                                      |
|--------------------------|--------------------------------------|
| 1. Green (below level 3) | 4. Yellow (high level 4/low level 5) |
| 2. Orange (level 3)      | 5. Red (high level 5)                |
| 3. Blue (level 4)        | 6. Black (level 6)                   |

A box should be collected from the library at the start of the academic year and this will remain in the teaching classroom. The box will contain pupil exercise books, the literacy skills booklets and a folder detailing which pupil requires which level of booklet. It is recommended to get pupils to record the booklet level in their exercise book e.g. Orange 2 so they know clearly what booklet they need. Staff should regularly update any changes onto the SIMS Resilience tracker.

It is recommended that each group has a seating plan – this could be splitting the class along gender lines, or grouping pupils on a similar level together etc. Staff should follow the MTM to ensure that basic expectations of behaviour and conduct are enforced. Pupils are expected to complete **one** task from the Resilience booklet in the time allowed – this includes peer marking. Tasks vary from reading an extract from a novel and answering questions in full sentences, to proof reading and correcting a piece to text, to writing creatively. Pupils are expected to work independently to attempt the task. While some tasks will require more work, all pupils should be able to complete a task in the time allowed.

Staff are encouraged to move around the room checking pupils are working, have attempted the tasks in order, completed all tasks they have started and understand what they have been asked to do. If a pupil is stuck, encourage them to ask one of their peers to help explain the task to them. Once a task has been completed and marked merits can be awarded, usually for achieving above 80% of the questions correct. Members of staff need to be mindful that;

- Pupils are attempting all tasks and not skipping ones they find challenging or don't like the look of;
- Pupils are completing all the tasks to the best of their ability;
- Pupils are writing in full sentences and checking their work for errors;
- Pupils are peer marking each other's work at the end of the session.

Senior staff will regularly come into sessions to support any member of staff.

### **Assessment and reporting schedule (Section maintained by Andy Tite)**

Every half term teaching staff are required to report on every pupil they teach:

- Current Working Level for KS3 (CWL) or Current Predicted Grade (CPG) and Current Working Grade (CWG) at KS4;
- Behaviour for Learning (BfL);
- Homework/Prep (Hwk);
- Presentation of Work (PoW).

Current Working Level is a holistic assessment of pupil achievement in your subject. This is based on their achievement in all areas of their subject. Staff should be mindful not just to record the result of a unit or test. Pupil levels should be based on continued assessment, and pupil levels should not fall.

To make expected progress, pupils in Key Stage 3 should make a minimum of 2 sub levels per academic year.

Current Predicted Grades (CPG) are also based on continued holistic assessment, and reflect what grade staff feel pupils would achieve at the end of their studies in Year 11. For GCSE subjects, data is entered as a letter grade with a numeral to show how secure the pupil is at that level. For example – C1, D3 or A2. Pupils working at X1 require no intervention to attain that grade. They are secure and could achieve a higher result. Pupils working at X2 are secure at that grade and require no intervention or support. Pupils working at X3 are not secure and require support and intervention to secure that grade.

In addition, pupils in KS4 require a Current Working Grade (CWG). This is record of where the pupil is in your subject based on the latest assessments undertaken, classwork and level of work in class. This can be different from the CPG.

English and mathematics record pupil attainment in Year 10 using the new 1-9 GCSE descriptors.

PoW, BfL and Hwk are reported as a number from 1 (outstanding) to 4 (inadequate). The grade descriptors for each level are below:

#### **Behaviour for Learning**

##### **Behaviour for Learning Grade 1 Descriptor**

Behaviour is outstanding. Pupil engagement with learning is excellent and they are independent learners. They listen well and demonstrate outstanding behaviour by listening, participating and making an effort. They have a strong sense of health and safety and model this at all times. They do not receive warnings in class. They are highly considerate of the learning of others. Their outstanding behaviour is a key factor in their successful learning and progress.

##### **Behaviour for Learning Grade 2 Descriptor**

Behaviour is good. Pupil engagement in their learning and their conduct in the classroom is in line with the behaviour policy and the expectations of the teacher. They receive few warnings in class. They are considerate of others and respond

well to any additional guidance given from staff. They make an effort to be independent. They understand health and safety risks. Their good behaviour supports their good learning and progress.

### **Behaviour for Learning Grade 3 Descriptor**

Behaviour requires improvement. Pupil behaviour is such that learning is sometimes hindered and time is wasted. They know what to do when asked to work individually or in groups. They are generally polite and respond appropriately to warnings. They receive too many warnings for low level disruption. They are aware of health and safety risks. They need to be reminded to follow the behaviour policy. Their behaviour does not support good learning and progress and lack independence.

### **Behaviour for Learning Grade 4 Descriptor**

Behaviour is inadequate. Pupils' time is wasted and progress is prevented in lessons. There is too much off-task chat and they do not pay attention. They receive warnings in many lessons and for a variety of reasons. They disregard health and safety advice and therefore put themselves and others at risk. Their behaviour does not support good learning or progress. They require a lot of support in lessons and are not independent learners.

### **Behaviour for Learning Grade 5 Descriptor**

Pupil was absent from this subject and the teacher is unable to comment.

## **Presentation of Work**

### **Presentation of Work Grade 1 Descriptor**

Presentation is outstanding. Pupil work is presented beautifully, and where mistakes occur they are actively corrected and improved on. Presentation guidelines are followed in full. Pupils write with good Standard English, and technical accuracy.

### **Presentation of Work Grade 2 Descriptor**

Presentation is good. Pupil work is presented well, and to the best of their ability. Pupils are looking back and correcting mistakes and seek to improve. Presentation guidelines are followed. They use Standard English and work is generally technically accurate.

### **Presentation of Work Grade 3 Descriptor**

Presentation requires improvement. Pupil work is often rushed and messy. Pupils do not look back and correct mistakes and this stops them from improving quickly. Pupils do not write using Standard English and their work is not technically accurate or checked for errors.

### **Presentation of Work Grade 4 Descriptor**

Presentation is inadequate. Pupil work is sloppy and messy. There are a number of mistakes which the pupil could correct, and it is not improving as a result of this. Pupils are not taking care to use Standard English, and their technical accuracy is poor.

### **Presentation of Work Grade 5 Descriptor**

Pupil was absent from this subject and the teacher is unable to comment.

## **Homework/Prep**

### **Homework/Prep Grade 1 Descriptor**

Homework/Prep is outstanding. It is of a high standard showing that time and effort went into the work. All homework/Prep tasks are completed. Homework is always handed in on time.

### **Homework/Prep Grade 2 Descriptor**

Homework/Prep is good. It is completed to the standard that would be expected for their target grade. Homework/Prep is completed. Homework is handed in on time. Reasons are given for lateness and a revised hand in date is met.

### **Homework/Prep Grade 3 Descriptor**

Homework/Prep requires improvement. It is generally completed to a slightly lower standard than would be expected based on the student's target grade. Homework/Prep may sometimes be incomplete or late. A valid reason for lateness may be given and, as the result of chasing, it is completed.

### **Homework/Prep Grade 4 Descriptor**

Homework/Prep is inadequate. Homework is incomplete, late or not done. No valid reason is given for failure to hand work in on time. Homework/Prep tasks are only completed when sanctions are applied e.g. detention.

### **Homework/Prep Grade 5 Descriptor**

No homework/Prep has been set for this subject this half term.

Finally, a 'Next Step in Learning' needs to be recorded, which gives pupils an area of focus to improve their level/grade. This is not a comment on behaviour or presentation. This should reflect what pupils need to work on to achieve their predicted grades in your subject.

Comments should be personalised for the pupil and be no more than a sentence in length.

### **Targets:**

Pupil targets are available on marksheets. Pupils in Key Stage 3 are expected to make a minimum of two sub-levels progress per academic year.

KS4 targets are available for all year groups on your marksheet. These are based on the new Progress/Attainment 8 measure and reflect the level that pupils need to attain in Year 11 to have made expected progress across the school. Targets are set based on prior attainment at KS2 in English and Maths and are displayed as a points score, new GCSE grade 1-9 and current GCSE equivalent grade.

Further information on Progress 8 and new attainment measures is available in the Data section of the staff shared area.

**Keeping safe (Section maintained by Erika Anders)**

### **Introduction**

Keeping yourself and others safe is the primary responsibility of ALL staff. Staff have a duty to report any concerns regarding:

- Child protection;
- Safeguarding;
- Health and Safety.

Staff must keep themselves safe by avoiding:

- Physical contact with pupils unless restraint is required to keep yourself or others safe;
- 1-1 situations in rooms without windows or any other "private" meeting;
- Sharing your personal details with any pupils e.g. personal email, mobile number etc;
- Making "friends" with pupils on social networking sites or making 'friends' with pupils on social networking sites (see E.safety policy);

- Not meeting up with pupils outside of school unless on an approved event, trip or visit;
- Offering gifts to individual pupils outside of the school's rewards system.

### **Child Protection**

The Designated Safeguarding Lead is Erika Anders (DSL) and in her absence, Jo Webb. If you recognise any of the following potential "flags" then you should verbally inform a DSL immediately and follow up by email as soon as possible:

- Sudden change in behaviour in or out of lessons;
- Presence of bruises, marks or injuries without explanation;
- See (first or second-hand) an incident;
- Hear (first or second-hand) of an incident;
- You feel that something "is not quite right";
- Staff should also raise concerns where they believe another member of staff has behaved in a manner that is unprofessional in relation to other members of staff or pupils.

### **Disclosure**

If a pupil or member of staff makes a disclosure regarding some type of abuse (physical, sexual, emotional or neglect) then staff must observe the following:

- Do not promise confidentiality;
- Take the disclosure seriously;
- Listen carefully making written notes if possible;
- Only ask questions to establish facts e.g. What happened? When? Where? Who was present? Have you told anyone else?
- Do not offer personal opinions or ask "leading" questions ;
- Inform the pupil or member of staff that you will inform a DSL and that they will follow this up. If it is the end of the day, encourage the pupil to come with you and find a DSL immediately;
- Contact a DSL as soon as possible the same day.

### **Safeguarding**

In order to protect yourself and others all staff must:

- Visibly wear the school's lanyard and ID badge throughout the day;
- Sign in and out of school (including during holiday periods) at the main reception. This will ensure that in the event of an emergency an accurate list of which staff are in school is available;
- Challenge any person that is not displaying a Staff Lanyard, Visitors badge or Mayfield "Hi Viz" Jacket and accompany them to reception.

### **Duty to disclosure**

At interview all staff will have been asked to disclose any convictions, cautions, reprimands or warnings they have received from the police or other authorities. Also, if during the course of your employment with Mayfield, should you receive a conviction, caution, reprimand or warning then you should immediately disclose this to the Headteacher in writing. If a member of staff fails to make an initial disclosure on appointment or fails to inform the Headteacher of a change to their enhanced DBS disclosure then they may be subject to disciplinary action which could result in dismissal without pay.

### **Friends and Family**

Some members of staff will have family members working or studying at the school or be friends with the parents of pupils at the school. Staff in this situation should consider how, if at all, this connection may affect them in the work place and inform the Headteacher if they feel it is relevant. Under no circumstances should staff:

- Seek gain or favour for family members or friends;
- Disclose information to third parties about students, members of staff or school matters;
- Allow access to school resources to friends or family members without the prior written permission of the Headteacher.

## **Health and Safety**

Helen Patis has overall responsibility for Health and Safety at work. ALL members of staff should ensure that the environment is safe, unsafe behaviours are corrected and that they help build a culture of “being safe” into their lessons, tutor periods and assemblies. ALL staff will be issued with a “Red Card” to summon assistance in an emergency. Staff should ensure that they have read and understood the relevant Health and Safety policies the key features of each are listed below:

### **H & S Hazards**

If you identify a H&S Hazard during the course of your day you have a responsibility to ensure that it is brought to the attention of a member of the Site, Infrastructure and Risk team as soon as possible. Repairs or maintenance issues should be reported via the Mayfield Help Desk on the School Intranet Page. Please note that a particular risk at Mayfield occurs when floors are wet and staff members are asked to either clear up any slip hazards you encounter or inform a member of the Site, Infrastructure and Risk team if you are unable to.

### **Fire Safety**

The fire alarm is a non-stop siren. Drills take place at least three times a year. If you see fire or smell smoke then activate the nearest alarm bell and contact reception (Ext 200). Do not place yourself at risk by attempting to deal with the situation for which you are not equipped. If you hear the fire alarm and are:

- Not with any pupil then close any windows or doors (leaving them unlocked) then walk calmly to the nearest emergency exit and assemble and register at the assembly points in the West field;
- With pupils then move them out of danger; explain the exit route, escort on the route and keep them together. Assemble and register in tutor groups at the assembly point in the West field;
- A member of staff of the School’s Pre-School then follow the above but note your assembly point is on the East Field.

### **Other Emergencies**

Under certain circumstances it may be necessary to keep pupils and staff in rooms for their own safety. If this is the case, then a “lock down” is activated:

- The “Lock Down” will be signalled by a 1 minute continuous ring of the lesson changeover bell;
- At that point staff must switch on Outlook. If using a projector in lessons, this must be switched off;
- An email will be sent confirming that this is a “Lock Down” situation and you should inform your class using the words in the email which will be circulated;
- An email will be sent to inform you of the end of the “Lock Down”. Staff must not let pupils leave the room until this is received;
- Staff must keep their classes in the room with them. Do not lock the door. Reassure the pupils that they are safe. Pupils do not need to contact anyone by mobile phone;

- PE: pupils and staff on the West Field should move to Sports Hall and those on East Field to Dance Studio
- If you are on your own move to be with other people if this is feasible;
- If we have an emergency situation at lunchtime then all available staff will be asked to meet at a specified point to isolate the problem.

### **First Aid**

If you discover a person in a life threatening situation e.g. Heart Attack, Stroke etc:

- Stay with them;
- Give your “red card” to a responsible pupil and ask them to find the nearest member of staff;
- Dial 999 and summon assistance.

If you discover a person requiring first aid treatment and they are able to walk safely to first aid; then ensure they are accompanied and make contact with reception (Ext 200). If they are unable to walk to first aid then summon assistance if necessary, using the “red card”. There are first aid trained staff in many areas of the school who may also be able to provide help for minor issues.

### **Restraining students or staff**

Whilst staff should seek to avoid any contact with pupils or other members of staff, ALL staff have the right to use “reasonable force” to keep themselves or others safe. The Headteacher must be informed verbally and in writing as soon as possible after an incident involving restraint. If you face a situation which you feel may require use of restraint, please bear in mind the following:

- Before using force advise the person of the incorrect behaviour in a calm and measured manner;
- Inform the person that restraint will cease as soon as it is no longer necessary;
- Avoid inflicting injury or touching the person in any way that could be interpreted as sexually inappropriate.

### **Calling the Police**

If you feel that an incident requires Police intervention, then you should report this to a member of the Leadership Team who will assess the situation and take appropriate steps. No other member of staff is authorised to involve the Police.

### **HR matters (Section maintained by Matt Stedman)**

#### **Staff Absence**

From time to time it may be necessary for staff to request absence. Absence may be pre-planned e.g. to attend external courses or training, meetings, rehearsals or medical appointments where these are not available outside of the school day etc., or unforeseen e.g. due to illness, transport issues etc.

#### **Pre-planned requests**

Requests for absence and/or cover should be made to your Director of Learning or Team using a Request for Absence form. Wherever possible, evidence to support the request for absence should be attached. Staff should give as much notice as possible, but **not less than 2 clear school days e.g.** a request for absence on a Thursday must be received by 4pm on Monday at the latest. For teaching staff, it is courteous to inform your Head of Subject and Head of House on any request for absence; however, there may be circumstances where a request needs to remain confidential. Teachers should also note that a request for absence **MUST** be completed even if you have no lessons scheduled. Directors of Learning or Team Leaders will then decide whether to agree any request for absence and forward it to the Cover Manager to assess the amount of cover already requested. Please note that during the current period of “action short of strike action” the



school can only authorise a very limited amount of pre-planned absence on any given day. Once approved by the Cover Manager, the request will be sent to the Headteacher for final approval and a decision on whether leave will be granted with or without pay. It is the responsibility of the member of staff requesting absence to arrange for any duties, meetings or other activities to be covered. Teaching staff should also ensure that a copy of the lesson plan and resources required are available to the Head of Subject and left in the teaching room.

### **Unforeseen requests**

All staff who need to report illness or other reasons for an unforeseen absence from work need to call into the Mayfield Cover Line on 02392 672464. To support the cover system, calls to report an unforeseen absence should be made as early as possible, but **not later than 7.15am** on the day of the absence.

Absence due to illness must be phoned in each day unless a fit note has been issued in which case the school needs to be informed of the fit note end date/expected date of return. For teaching staff the Subject Leader is responsible for setting work for classes and for support staff the line manager should ensure that work does not build up.

Colleagues must obtain a fit note if the absence continues after seven calendar days; this should be sent immediately to the school. Should the absence continue, then fit notes should be submitted on a regular basis and cover the complete absence duration. Employees must continue to submit fit notes if sickness continues during the school holidays. If the school is closed, the fit note should be sent to the Schools HR Team at Portsmouth City Council. This will ensure appropriate payment of sick pay and maintain communication during the absence.

The school is expected to maintain regular contact with employees who are absent from work owing to illness. This contact is intended to be sensitive, constructive and supportive. Employees will not be required to carry out any work whilst absent due to sickness.

### **Requests for Discretionary Leave**

Staff may ask for time off with or without pay at the Headteacher's discretion. Reasons for this may include:

- Attendance at a funeral;
- Attendance at significant family celebrations;
- Domestic emergencies;
- Caring for a sick dependant;
- Religious observance.

In recognition of the goodwill that staff give to the school, requests will normally be granted as long as the smooth operation of the school is not unduly compromised **and** the attendance record of the employee is satisfactory. Requests in excess of five days in any 12 month period are unlikely to be granted although leave without pay may be.

### **Support Staff on 52 Week Contracts**

The annual leave entitlement for Support Staff on 52 weeks contracts is determined by the Portsmouth City Council Annual Leave Guidance for Schools document. The annual leave year runs from 1<sup>st</sup> January to 31<sup>st</sup> December and staff have a Leave Card that is kept by Matt Stedman to show the dates of the leave that has been taken and the balance remaining for the rest of the year. Unused annual leave can only be carried forward in exceptional circumstances and with the prior written agreement of Matt Stedman.

### **Red Days**

Red Days appear on the Calendar. Red Days are days where cover is likely to be heavy due to other commitments in the School Calendar, so requests for pre-planned absence will not normally be granted on these days.



## Staff Parenting Protocol

At Mayfield School we aim to be a family friendly employer and recognise that staff who are parents/carers may be unable to attend school or may be called away from their post at short notice to respond to the illness of a child. Where a member of staff decides that they need to request discretionary leave to tend to a sick child before the start of the school day then they must follow the standard staff absence procedures as outlined above.

Where a member of staff is contacted during the school day and asked to respond to an illness of a child they must follow the handover procedure outlined below, to ensure that the Health & Safety of the whole school community is not compromised and that the curriculum can continue to operate effectively:

- Communicate with your Subject Leader or DOL and arrange a suitable time to leave the group of pupils you are currently supervising;
- If alternative arrangements are not feasible in response to the domestic situation then communicate with a Deputy Headteacher who will confirm an agreed departure time from the site;
- Return to your team and effect a handover of lesson plans and other information likely to be needed for the remainder of the day;
- Sign out at reception;
- Ring the Deputy Headteacher at the end of the morning or afternoon session to update the school on your anticipated return time.

Where the above procedures are correctly followed **and** the member of staff's absence to date has been satisfactory, the school would not normally withhold pay. There will be a maximum of 3 working days per school year when this discretion can be offered. Beyond that, the Headteacher has the discretion, in exceptional circumstances, to extend the paid leave period. Otherwise any further absence in this category will be treated as unpaid leave.

## Absence Management

- All staff who make an "unforeseen request" for cover will have a "Return to Work" meeting with their Director of Learning or Line Manager and will be asked to complete a return to work note and send this to the Headteacher within 24 hours of returning. Staff should be aware that the Headteacher is obliged to monitor patterns and levels of absence.
- In the event that an employee reaches five different episodes of sickness absence **or** more than ten days of absence in a 12 month rolling period, managers are required to discuss the circumstances with the employee to try to establish/investigate the reasons for this sickness absence. For example, identify if there are any other reasons such as non-related work issues/working relationships. The meeting should be recorded and where appropriate the employee will be informed that their level of sickness is a concern.
- Where there is no apparent on-going medical reason for the sickness absence, managers may set an employee targets for improvement within an agreed timescale. Such agreements will be documented and a review date should be arranged. The manager may also seek further advice from Occupational Health.
- In the event that the employee continues to have further sickness absence where this reaches ten days or above in more than one episode, then The Portsmouth City Council Absence Management Policy and procedures for managing frequent absence and/or long-term ill health will be invoked.

## Scheduling Cover

Jeff Williams is responsible for the scheduling of the daily cover, working under the direction of Matt Stedman. We operate a paperless system with the daily cover schedule being emailed out to all staff by 7.45am in the morning. It is therefore imperative that **all staff check this email carefully in the morning**.

To support the efficient, fair and transparent working of the cover system, we will all need to operate the following rules:

- Jeff Williams is not to be disturbed or approached between 7.00am and 7.45am in the morning while he is scheduling the daily cover;
- Jeff is only responsible for scheduling the cover and does not have the authority to approve requests for absence, even when they arise during the course of the school day. Staff therefore should not put Jeff in a difficult position by making such requests and any emergency requests for cover should be directed to Matt Stedman.

### **Staff dress code**

ALL members of staff act as role models for pupils and as such must observe the staff dress code. In summary:

- ALL staff must project a professional image;
- Men must wear shirt, tie and jacket;
- Women must wear a jacket;
- Some teams have a uniform which must be worn.

### **Attendance and Punctuality (Section maintained by Fiona Harrison)**

Encouraging good attendance is the responsibility of all of us. Attendance at school is vital for all pupils. Missing time off school will have a detrimental effect on the progress that is made. Good attendance will be rewarded and celebrated as part of our 6 week cycle.

### **Preventing problems**

To prevent attendance problems each Head of House will meet weekly with the Attendance and Behaviour Team to discuss the current position and intervene early where needed. The school flow chart for action will be followed which includes:

- Poor attendance for the previous academic year results in a letter of concern being sent home stating that medical evidence is now required for further absences;
- 6 sessions will result in a Portsmouth City Council “medical 1” letter being sent to alert parents to this and request medical evidence where possible;
- 6 unauthorised sessions will result in a Portsmouth City Council “medical 2” letter being sent to alert parents that no further absences will be authorised without medical evidence;
- 10 unauthorised sessions will result in the Portsmouth City Council fixed penalty notice procedure being followed. In some cases a school attendance panel may be deemed appropriate. This will be decided in negotiation with Portsmouth City Council;

Any child missing 38 sessions (10% of the school year) before May half-term is deemed to be Persistently Absent (PA). At this point lack of attendance will have a huge impact on achievement. Pupils on track to becoming PA are closely monitored from the start of the academic year.

Form tutors should welcome back pupils who have been away and ask for notes to explain absence if the school is not yet aware of it. It is also expected that tutors and/or head of house make contact with parents if they have any concerns with regards to a pupil’s attendance. The pupil may be placed on an attendance contract which the parent may be invited to attend a meeting about.

Absences from school and holidays will not be authorised during term time as per the Local Authority agreement. The Headteacher has the authority to authorise but will do in exceptional circumstances only.

### **Subject teachers**

Classroom teachers will need a strategy to reintegrate pupils who have missed lessons and departments will need a plan of action in department handbooks to address this.

## **Punctuality**

Punctuality is an important life skill that all our pupils need and as staff we need to model this. Pupils who are not in lessons are not learning. Pupils late to school will be held in detention in 205 until the end of period 1. Lateness to lessons is equally unacceptable and all staff should be as proactive as possible in moving pupils along corridors and into lessons. Staff standing at doors to greet their next class should encourage purposeful movement. After registers are closed in lessons pupils will be picked up by duty managers. If you allow pupils into your lesson then please record the number of minutes late on the register, this will generate a whole school detention.

## **School rewards, uniform and general discipline (Section maintained by Fiona Harrison)**

### **Rewards**

We firmly believe that a clear, fair, rewards system is at the heart of a good school. We recognise and promote pupil achievement and leadership in a number of ways:

- Achievement Points – these are issued either automatically for good attendance or by any member of staff to pupils who have exceeded expectations in some way. These are recorded via SIMS. At the end of each half term the pupil from each House with the largest number of points is rewarded with a voucher. The table below shows some of the current allocation of achievement points:

<b>Achievement</b>	<b>Points awarded</b>
100% attendance for half term	10
Millionaire Reader	10
Limited edition weekly attendance points	7
Blue slip weekly award	5
Contributing towards the ethos of the school	5
Young leader weekly duty completion	5
Completion of prep on time	5
100% attendance for week	5
Attending holiday catch up session	5
Being an effective leader	4
Working well in a team	3
Outstanding presentation on book/folder	3
Helping out at school events	3
Producing a good piece of work	2
Handing in homework on time	2
Outstanding contribution to lessons	2
Performing well in a test	2
Handing in a controlled assessment or coursework on time	2
100% on accelerated reader test	2
One merit	1
Two merits	2
Three merits	3
Four merits	4
Five merits	5

- Blue Reward Slips – every Monday all staff are encouraged to nominate a pupil who they would like to single out for special recognition. This is communicated via a text message to parents/carers and will generate Achievement Points;
- Reward Assemblies – each half term, certificates are awarded to pupils who have either maintained excellent levels in their progress report over the previous half term or where there has been a significant improvement over the half term;
- School Trips/Visits – throughout the year we organise a number of trips and visits;
- Representing the school – throughout the year we invite groups of pupils to represent the school locally or nationally;
- House Captains – Any student in Years 7, 8, 9 and 10 can put themselves forward as a “House Captain”. House Captains are appointed for one academic year. They will be expected to support the school and will often be the first group of pupils we identify to represent the school at events;
- Prefects – Pupils in Year 11 can put themselves forward to be a Prefect. Some of these go on to have senior roles.

Currently we have the following posts within the school:

Senior Prefect Roles	Name
Head Boy	Bradley Jackson
Head Girl	Lucy Dunning
Deputy Head Boy	Joe Cobbold
Deputy Head Girl	Rhianna Wing
House Captain (Discovery)	Hannah Green/ Devon Thompson
House Captain (Intrepid)	Jessica Wright/ Ollie Cook
House Captain (Victory)	Edward Ndlovu/ Liberty Gordon/ Jade Brindley
House Captain (Endeavour)	Margarita Pogosyan/ Robbie White
House Sports Captain (Discovery)	Meagan Meaghan/ Ella-Bleu Meaney
House Sports Captain (Intrepid)	Danielle Todd/ Harvey Hughes
House Sports Captain (Victory)	Helena Williams/ Billy Franklin/ Ben Wiltshire-Hellyer/ Lauren McAuley
House Captain (Endeavour)	Jack Mulholland/ Denika Frost
Drama Captains	Lucy Dunning, Bradley Jackson, Rhianna Wing
Dance Captains	Ellie Chambers. Lois Davies, Charlotte Elford
Music Captains	Jessica Lawler
Sports Captains	Harvey Binding, Frank Mayne, Tia Pool, Danielle Todd

- School Prom – In July of each year students in Year 11 are invited to a “School Prom”. This is a formal event usually involving a sit down meal followed by a disco;
- Young Mentors – pupils can act as mentors for others in a range of areas. Subject areas identify potential mentors and offer them training. Additionally, at the end of Year 11, all students may apply to become a “Young Mentor” for the Summer 2 half term.

### **Uniform Rules**

We believe that uniform plays a fundamental part in shaping our pupils. Uniform will be checked daily as pupils enter the school and staff should check uniform is correct before pupils enter their lessons and when pupils are in recreational periods. ALL staff should bear in mind the following:

- Blazers must be worn every day to and from school and in the school building;

- It is at the individual teachers discretion if blazers can be removed in the classroom;
- During periods of extreme hot weather the Headteacher will invoke the “Hot Weather Protocol” which will be published on the school’s website and sent via email;
- At formal events and when representing the school at off-site events blazers must be worn;
- Pupils have a choice to wear either the cardigan or the v-neck jumper (with the school logo) or none at all
- Girls can wear either skirts or trousers, skirts must be purchased from the school uniform supplier;
- Jeans, tracksuit bottoms, leggings, skinny jeans, shorts, cut-off trousers or anything other than the school trousers are not classed as trousers;
- Black “Polishable” leather school shoes with no visible logos need to be worn;
- Trainers, sandals or full length boots are not acceptable;
- Make up and nail varnish must be subtle;
- PE kit: PE kit must be worn to all lessons. If a pupil is not participating then they will still be required to take on a coaching role in the lesson.

### **Jewellery**

- One pair of earrings in the lobes of ears only (studs or small sleepers – little finger size);
- No visible facial or body piercings;
- No retainers;
- No rings or bracelets;
- No visible necklaces.

### **Hairstyles**

- Hairstyles should be reasonable;
- Extremes of fashion and colour, e.g. dyed to an unnatural colour, or two tone hair colour are not acceptable and may result in a pupil being sent home or alternative provision being offered;
- Long hair should be tied back;
- In all matters concerning hairstyles, fashion and colour the Headteacher’s decision is final.

### **Code of Conduct**

Pupils should behave in a polite and respectful manner towards all members of the school and wider community. This includes coming to and leaving the school and whilst on school trips or representing Mayfield at organised events outside of normal school hours. In order to facilitate this, pupils are required to wear their full school uniform on trips unless otherwise agreed with the AHT in charge of behaviour. Whilst in school pupils should behave in a calm manner and when moving around the school always walk on the left side of corridors. Once in lessons pupils need to follow the instructions they are given and participate actively in their learning without interrupting the learning of others.

### **Mobile phones**

Mobile phones are allowed to be brought to school by pupils for use before and after school, it is our view that this is an important way for parents/ carers to contact their children. However in school phones should be switched off and remain out of sight. Pupils using or displaying mobile phones will have them confiscated. Any pupil who requires to make an emergency call may request this from the main school reception.

### **Confiscation**

Members of staff have the legal right to confiscate, retain or dispose of a pupil’s property and are protected by law from liability for damage or loss of these items. Confiscated items should be sealed in an envelope and marked with the pupils name and be given to the Behaviour Manager in room 3 directly by staff, the confiscation will be logged and securely stored. Confiscated items will be returned at the discretion of the appropriate behaviour and attendance manager.

## Searching Pupils

If you believe a pupil to be in possession of alcohol, drugs, stolen items or a weapon then please inform a member of the Leadership Team immediately. Under no circumstances should a member of staff search a pupil unless acting under the instruction of the Headteacher or a Deputy.

## Duty Manager System

During every lesson there is a nominated Duty Manager. Their support may be requested in emergencies by any member of staff by emailing the Duty Manager on [DM@mayfield.portsmouth.sch.uk](mailto:DM@mayfield.portsmouth.sch.uk). During break times and lunch times the Duty Manager can be contacted in an emergency on 07908 708742. We actively encourage staff members to invite a member of the behavior and attendance team in to pro-actively support at the first sign of poor behaviour rather than relying on reacting to incidents in lessons.

## Behaviour for Learning

Poor behavior for learning should not be tolerated and teaching staff/LSA should tackle this during the lesson. This type of behavior might manifest itself as talking over the teacher, silly behavior or behavior designed to challenge the authority of the teacher or LSA. It may also be refusing to complete set tasks, not sitting up properly or not making the required effort. Some techniques to deal with LLD are:

- Have a seating plan;
- Make sure work is differentiated;
- Breakdown task into manageable chunks;
- Be relentlessly positive...a smile can disarm even the most difficult pupil;
- Be explicit about the behavior you want to change;
- Avoid setting up “win – lose” situations and go for “win – win” scenarios;
- Ask for help and advice from other staff.

## Stepped Behaviour System

In the same way we seek to be transparent and consistent when rewarding pupils, we also seek to be this when applying a sanction. We have a three step system which MUST be used in all lessons, including tutor periods and resilience:

<b>Behaviour Type</b>	<b>Points</b>
Step 1 warning – name on board	1
Step 2 warning – tick next to name	2
Step 3 - removed from class to IE	3

All of these steps must be displayed on the whiteboard so that pupils can see it and must be recorded on SIMS. Poor behavior will generate ‘behavior points’ according to a tariff devised by the Behavior and Attendance Team.

## Detentions

Detentions may be set by any member of staff for a range of issues, whilst there is no longer a legal need for the school to inform parents, our policy is that for detentions of more than 10 minutes; teachers should notify parents the working day before e.g. for a 30 minute detention on a Wednesday from 3.05pm to 3.35pm, parent should have been informed by 4pm on Tuesday. Details of 30 minute DTs should be recorded in pupil planners. Every Wednesday we run a whole school “lateness to lessons” detention in the main hall. The behaviour team will notify parents of this DT via text. Every

Friday we run “Headteacher Detentions” for up to 2 hours. A HT detention is set by the behaviour team for step 5 red parks. Subject and Head of subject DTs should be run within departments. If staff need support collecting pupils for their DT, please email [DM@mayfield.portsmouth.sch.uk](mailto:DM@mayfield.portsmouth.sch.uk) to request assistance. Staff who set Friday detentions for missed work/homework are expected to collect pupils from the hall in order to complete the work OR deliver the work to the main hall at the start of the detention. Staff are encouraged to visit pupils in detention in order to discuss the incident that led to the sanction.

### **Report Cards**

The school has a number of report cards which can be issued depending on the nature of the pupil’s behaviour. These include:

- Head of House Reports;
- Subject Leader Reports;
- Behaviour Team Reports;
- Headteacher Reports.

Report cards are completed using SIMS. If you would like to set up a subject report card, please contact [tite@mayfield.portsmouth.sch.uk](mailto:tite@mayfield.portsmouth.sch.uk) for assistance.

### **Behaviour Contracts**

Any pupil with a history of repeated poor behaviour will be placed on a behaviour contract. Pupils on a behaviour contract are not eligible to participate in school trips, visits, extra-curricular activities or represent the school in events until such time that the terms of the behaviour contract have been met. In the event of a pupil having already paid for a trip or visit all monies will be returned to them.

## **Calendar and communication (Section maintained by Matt Stedman)**

### **Calendar**

The draft School calendar is written one year ahead and is available for viewing in the Shared Area. Each half term the following half term’s calendar is published both in paper form and by email. Any additions to, or alternation from the School Calendar such as requests to organise a trip or a visit, must be presented to Matt Stedman. Additions or alterations will be reviewed at the next available Leadership Team meeting (usually Thursdays). Matt will confirm the addition or alteration after the meeting. Under no circumstances should staff commit themselves, the school, members of staff or pupils to events until this process has been completed.

### **Communication**

The school has several sources of communication:

- **Email:** staff should ensure that when sending an email the distribution list is minimal. All staff emails should be used rarely. Remember the content of any email is subject to Freedom of Information requests thus all staff should ensure that content is professional and that emails regarding pupils identify them using only initials;
- **The Week Ahead:** Paper copies will be in pigeonholes on a Friday afternoon to inform staff of key events and messages for the week ahead. An electronic version is emailed to all staff following the Monday briefing;
- **Mayfield Messenger:** this weekly email to our community is sent out every Friday. Items for the Mayfield Messenger should be with the editor by 4pm on the Wednesday beforehand;
- **Website:** this both an important channel of communication and a means by which we market ourselves. If you are responsible for organising a trip, visit, event or competition then you should draft a press release and send



this to Paul Borer. Please include a photo making sure that any pupils in the photo have given their permission and that the photo reflects the best of Mayfield.

### **Meeting Groups**

The school has several meeting groups. These are:

- **Subject Development Meetings;** chaired by Louise Hillier with all Subject Leaders and, according to the agenda, Heads of House by invitation;
- **Core Attainment Group;** chaired by Matt Stedman with Louise Hillier, Andy Tite, Gayle Head, Tom Cranfield, Steph Richards and Dan Woodham meeting fortnightly;
- **Intervention Panel** chaired by Fiona Harrison with Sarah Johnson, Jo Webb, Gail Temperton, Jessica Campbell, Steve Reid, Sharon Rolfe, Erika Anders, Carole Sands, and Michele John meeting half-termly;
- **Core Intervention Group** chaired by Matt Stedman with subject leaders and Directors of Learning from the Ebacc subjects and Heads of House;
- **Head of House** chaired by Ryan Gibson with Jo Webb, Gail Temperton, Sarah Johnson and Jessica Campbell/Steve Reid meeting fortnightly;
- **NQT+1** chaired by Stephanie Richards with all second year teachers attending. Meeting twice every half-term.
- **Lead Teachers** chaired by Stephanie Richards with all lead teachers. Meeting half-termly.

### **General points (Section maintained by Matt Stedman)**

#### **Overtime, Expenses and Claims**

Any overtime, paid duty or expenses claim **MUST** be agreed by Matt Stedman prior to the work being done or the expense being incurred. To ensure prompt payment, claims for overtime or duties need to be submitted to Matt Shires by the end of the first week of the following month.

#### **Ordering Equipment**

All orders must be processed through Steph Manns or Danny Backhouse in the Finance Office. It is not acceptable for staff to place large orders for text books or stationery without getting a purchase order number from the Office first. It is essential that all budget holders monitor their spending carefully as orders will not be approved unless there are sufficient funds in the area budget to pay them.

#### **Cash handling**

Money is usually collected for the following purposes:

- Fields trips and educational visits;
- Uniforms;
- Fundraising and charity events;
- Donations;
- Music lessons.

Cash handling should be kept to a minimum. Monies should be kept in a safe and secure place and whenever possible promptly paid into the bank accounts. Receipts must be given for cash received for residential trips and music lessons.

Cash received should be promptly counted by the Bursar or Support Officer Finance and put away in the fire proof safe. Audit recommendations on safe limits and transit of money should be adhered to.



Petty cash money should be kept to a minimum. All expenditure should be supported by receipts identifying any VAT paid. Payment from the petty cash fund should be limited to minor items which have been approved in advance by the Bursar. Petty cash expenditure on individual items should not exceed £50, unless absolutely necessary. A signature should be requested from any members of staff receiving reimbursements.

### **Uniform Grants and Bus Passes**

Uniform grants and bus passes are no longer available from Portsmouth City Council.

### **Free School Meals**

Pupils and parents should be encouraged to apply for Free School Meals if they are eligible and the school will endeavour to take every step to reduce any stigma that is attached to the receipt of a free school meal.

The school will organise publicity campaigns to increase the uptake of free school meals and publicise how parents can apply for these. Teaching staff should be aware that, nationally, pupils in receipt of free school meals are a group who are prone to underachievement and exclusion. It is therefore important that these pupils are given every support and incentive to achieve their targets.

### **Reprographics**

Photocopiers for general staff use are located in the staffroom, the General Office and the Reprographics Area in room 29. The photocopiers are also now networked printer. Staff can log into these for photocopying or printing using their electronic door fobs. The Network Office will provide guidance on how to register, log-in and use the copiers. Paper jams in the photocopiers should be reported to the Network Office.

Staff are encouraged to use the new centralised printing service via the photocopiers as this will significantly reduce printing costs to departments and the school. It is intended to phase out the availability of desktop printers in offices and classrooms over the forthcoming year.

Reprographics tasks such colour copying, laminating and binding will be carried out by Jill Hall in the Reprographics Room, which will be staffed between 9am and 12pm and 1.00pm and 3.00pm. Requests for reprographics work can be left in the tray in The General Office or Room 29.

### **Catering arrangements**

All pupils in the infant section are provided with a Free School Meal as part of a government initiative. Infant pupils will have their lunch in the Old Canteen.

There are two breaks, each of 25 minutes, when pupils can buy food. The catering contractor will provide the same service at both break times. There are three service points; the old canteen for year seven only and the new canteen for years eight to ten. Café Tranquilo is only open to year 11 pupils at break times. Students with Free School Meals can collect their tokens from the Office before school or a distribution point by the canteens at both breaks.

No students are allowed off-site at break times.

### **Duties**

As part of directed time, teaching staff are expected to do two break time duties per week. Additionally, staff may volunteer for an additional paid duty at lunchtime by seeing Fiona Harrison. Duties provide staff a good opportunity to reinforce the school's ethos. Staff should actively seek pupils out whilst on duty and not "guard space". Whilst engaging with pupils, staff should maintain high levels of vigilance.

## **Opening Times**

The school is open from 7am till 9pm Monday to Friday and from 8am till 3pm on Saturdays and during the school holidays. Staff must ensure that they sign in and out in the Caretakers Office when working on site on Saturdays or during the school holidays.

## **Reducing Costs**

Small steps taken by all staff can lead to significant savings. Possible ways that teams can reduce costs include:

- Reducing photocopying, using electronic rather paper resources, greater use of recycling for materials and shopping around different providers for the best deals of stationery, equipment and books;
- Ensuring that, wherever possible, electronic items such as laptops, televisions and printers are switched off properly and not left on-standby overnight;
- Ensuring that exam entries and registrations are accurate and timely so that we avoid paying unnecessary fees.

## **Minibuses**

The school has two 17 seat minibuses that can be booked to take pupils on trips, visits or fixtures via Ray Old. Helen Patis keeps a list of members of staff who are currently qualified to drive the minibus. Minibus drivers will have successfully completed MIDAS Theory Training and Assessments with Helen Patis.

## **Induction**

Mayfield runs an Induction programme for all new staff coordinated by Tracey Williams. The aim of the programme is to:

- Welcome all new staff;
- Share whole school policies and procedures;
- Share Safeguarding policy and practice;
- Offer support during what can be a stressful period.

In addition NQTs will have their own programme run by Tracey Williams, the Professional Mentor. This will include:

- Weekly meetings with the mentor;
- Developmental work using TDA Standards;
- Action planning and termly reviews;
- Collection of evidence towards Induction Standards;
- Observation of other teachers within the school.

## **Whistleblowing**

The School is committed to achieving the highest possible standards of openness, probity and accountability in all of its practices. A Whistleblowing Policy exists to help raise concerns about malpractice (for example fraud, a danger to health, safety or the environment or a crime) in the right way without fear. The Whistleblowing Policy is available on the school website.

## **Appraisal and Quality Assurance (Section maintained by Louise Hillier)**

Staff will complete the 2014-2015 cycle during Autumn 1 half term with a review meeting. This will complete the cycle which consists of:

1. Target setting meeting;

2. Interim reviews every half term ( four in total );
3. 3 Observations (one per term) – teaching staff only;
4. Updated teaching Standards – teaching staff only;
5. Review meeting.

The 2015-2016 cycle will then begin with a Target setting meeting in the second half of the Autumn term 2015. It is the responsibility of the appraiser to make sure that all meetings and observations take place. Copies of all paper work should be passed to the Deputy Headteacher (QA) (DHT(QA)) and in the event of any difficulties arranging meetings or observations please contact DHT (QA) for advice.

### **Quality Assurance**

The Headteacher has a duty to monitor the quality of all aspects of the schools work. Quality Assurance is designed to:

- Check compliance of school policies and procedures;
- Improve policies and procedures in the light of experience;
- Recognise and share best practice;
- Verify judgements.

Quality Assurance will take a variety of forms:

- Lesson Observations;
- Subject reviews;
- Area reviews;
- Learning Walks;
- Drop in visits;
- Work Scrutiny;
- Student Trails.

The main premise behind our QA systems is that we are constantly seeking to make improvements. Thus, after any QA activity there are likely to be identified areas for improvement as well as recognition of good practice. Subject Leaders will be supported by their DOL to ensure robust systems are in place.



**EVENTS MANAGEMENT 2015-2016**

<b>Event</b>	<b>Date</b>	<b>Person responsible</b>
TD Day 1	1 <sup>st</sup> September 2015	Louise Hillier
TD Day 2	8 <sup>th</sup> October 2015	Louise Hillier
TD Twilight 1	22 <sup>nd</sup> October 2015	Louise Hillier
TD Twilight 2	3 <sup>rd</sup> December 2015	Louise Hillier
TD Day 3 disaggregated	28 <sup>th</sup> January 2016	Louise Hillier
TD Day 4	20 <sup>th</sup> June 2016	Louise Hillier
TD Day 5	21 <sup>st</sup> June 2016	Louise Hillier
Year 11 Leaver's Day	21 <sup>st</sup> June 2016	Ryan Gibson
School Photographs (Year R, 7 + 10)	8 <sup>th</sup> September 2016	Steph Manns
Reading tests	w/b 1 <sup>st</sup> February 2016	Erika Anders/Andy Tite
Whole School Presentation	14 <sup>th</sup> July 2016	Fiona Harrison
Senior Section Open Evening	7 <sup>th</sup> October 2015	Matt Stedman
Infant Section Open Week	w/b 5 <sup>th</sup> October 2015	Maria Gleed
Year R/1 Parents Evening 1	11 <sup>th</sup> and 12 <sup>th</sup> November 2015	Maria Gleed
Year R/1 Parents Evening 2	2 <sup>nd</sup> and 3 <sup>rd</sup> March 2016	Maria Gleed
Year 7 Tutor Evening	24 <sup>th</sup> September 2015	Fiona Harrison
Year 7 Parents Evening	21 <sup>st</sup> April 2016	Fiona Harrison
Year 8 Option Assembly	w/b 22 <sup>nd</sup> February 2016	Louise Hillier
Year 8 Option Form out	w/b 22 <sup>nd</sup> February 2016	Louise Hillier
Year 8 Parents and Option Evening	3 <sup>rd</sup> March 2016	Louise Hillier
Year 8 Option Form in	14 <sup>th</sup> March 2016	Louise Hillier
Year 9 Option Assembly	19 <sup>th</sup> January 2016	Louise Hillier
Year 9 Option booklet out	w/b 22 <sup>nd</sup> February 2016	Louise Hillier
Year 9 Options and Parents Evening	21 <sup>st</sup> January 2016	Louise Hillier
Year 9 Options returned	14 <sup>th</sup> March 2016	Louise Hillier
Year 10 Parents Evening	10 <sup>th</sup> December 2015	Fiona Harrison
Year 11 Parents' Evening 1	12 <sup>th</sup> November 2015	Fiona Harrison
Year 11 Parents' Evening 2	25 <sup>th</sup> February 2016	Fiona Harrison
Children in Need	13 <sup>th</sup> November 2015	Ryan Gibson
Ex-Year 11 Certificate Evening	26 <sup>th</sup> November 2015	Helen Patis
New Academic Year Starts	20 <sup>th</sup> June 2016	
Induction Fortnight	4 <sup>th</sup> July – 20 <sup>th</sup> July 2016	Claire Waterfield
Induction Evening	5 <sup>th</sup> July 2016	Claire Waterfield
Sports Day	17 <sup>th</sup> June 2016	Steve Browning
Year 11 Prom	1 <sup>st</sup> July 2016	Sarah Hutchinson
Year 11 Mock Examinations 1 En/Ma/Sc only	w/b 21 <sup>st</sup> September 2015	Andy Tite/Helen Patis
Year 11 Mock Examinations 2 all subjects	25 <sup>th</sup> January – 5 <sup>th</sup> February 2016	Andy Tite/Helen Patis
Year 11 Mock Examinations 3 En/Ma only	w/b 21 <sup>st</sup> March 2016	Andy Tite/Helen Patis
Year 10 Exam Week 1 En/Ma only	w/b 23 <sup>rd</sup> November	Andy Tite/Helen Patis
Year 10 Exam Week 2 all subjects	w/b 16 <sup>th</sup> May 2016	
Year 9 "Mayfields" 1	w/b 23 <sup>rd</sup> November	Andy Tite/Helen Patis
Year 9 "Mayfields" 2	w/b 9 <sup>th</sup> May 2016	Andy Tite/Helen Patis
Year 8 "Mayfields" 1	w/b 30 <sup>th</sup> November	Andy Tite/Helen Patis
Year 8 "Mayfields" 2	w/b 3 <sup>rd</sup> May 2016	Andy Tite/Helen Patis
Year 7 "Mayfields" 1	w/b 14 <sup>th</sup> September 2015	Andy Tite/Helen Patis
Year 7 "Mayfields" 2	w/b 3 <sup>rd</sup> May 2016	Andy Tite/Helen Patis
Reward Day	16 <sup>th</sup> June 2016	Sarah Hutchinson

