



# Staff Handbook (Teachers) 2018/19

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## Introduction

This handbook is intended as a quick reference guide for teachers. It in no way substitutes for the College's policies and all teachers should ensure that they are conversant with the College's policies. All of the College's policies are available on Shackleton: <https://services.ceg-uk.com/Staff/Policies>.

Questions or queries about the content of this handbook should be directed to the Vice Principal.

## About CATS Cambridge

CATS Cambridge offers an outstanding international pre-university educational experience to students aged 14+ from all over the world. Students live and work at the custom built Cambridge campus, studying for GCSEs, A levels and University Foundation Programmes, and preparing for admission to universities across the country and elsewhere. We pride ourselves on our approach to teaching and learning, with small class sizes and an informal atmosphere ensuring that students are treated as individuals and build great relationships with staff.

## Safeguarding

CATS Cambridge is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All members of staff must ensure that they:

- have read and understood with the College's safeguarding policy which is available on Shackleton: <https://services.ceg-uk.com/Staff/Policies>.
- are in date with their safeguarding training. It is the College's policy that all members of staff attend training in safeguarding biennially. The Designated Safeguarding Lead (DSL) maintains a training record, but it is the individual teacher's responsibility to ensure that their training is in date.

## Confidentiality

It is important that you read the College's full policy on confidentiality. You will find it on Shackleton.

The Confidentiality Policy states that students are invited to share personal information with members of staff. It therefore follows that you may be approached by students who wish to discuss a personal issue. Whilst listening tactfully and without judging the student, it may occasionally be apparent that the student is divulging information which needs to be passed on to the DSL or in the DSL's absence the Deputy DSL. You must never promise absolute confidentiality.

## College Designated Safeguarding Leads

Designated Safeguarding Lead (DSL): Craig Wilson, Principal CATS Cambridge

- 07860 407641
- [principal@catscambridge.com](mailto:principal@catscambridge.com)

Deputy DSL: Blake Feig:

- 07773 971651
- [bfeig@ceg-uk.com](mailto:bfeig@ceg-uk.com)

CATS Cambridge Emergency, evenings, nights and weekend: 07860 586528

## Health and Safety

CATS Cambridge, is committed to achieving, so far as is reasonably practicable, the highest standards of health, safety and welfare for its employees, wards, visitors and any other person who may be affected by its activities or operations.

All members of staff receive Health and Safety training as part of their induction training.

Teachers should ensure that they are conversant with the Health and Safety risk assessments for the rooms in which they teach and any activities that they provide.

If you have any health and safety concerns or spot any hazards you should raise them on the Operations section SysAid:

<https://sysaid.ceg-uk.com/EndUserPortal.jsp>

You should also inform your line manager and the College's Health and Safety Officer, James Armstrong:

[jamesarmstrong@catscollege.com](mailto:jamesarmstrong@catscollege.com)

The full Health and Safety Policy can be found on Shackleton:

<https://services.ceg-uk.com/Staff/Policies>.

## Fire

You will be briefed on the College's Fire Drill procedure during your induction.

The full fire drill procedure is procedure is available on Shackleton

### **During The Day (0900 To 1700):**

If you are teaching when the fire alarm sounds your primary responsibility is to ensure that your students exit the room in a calm, orderly fashion and that you close the door to your room.

If you are a PT then you are to join your Programme Director at the Fire Assembly Area (FAA) and you then assist them by taking control of the students in your PT group.

If you are not a PT then you should move to Zone D of the FAA and await further direction from the incident commander.

If you have any questions about the daytime fire drill please speak to your PD, if you are a PT, or the VP if you are not.

### **During The Evening (1700 To 0900):**

During the evening the fire drill is led by the Boarding and Welfare Team. In the event of an alarm sounding during evening hours, teachers still in the building should move to the Incident Control Point and await further instructions from the incident commander.

If you have any questions about the evening fire drill please speak to the VP or the Head of Boarding and Welfare.

## Medical Matters

During the working day the Medical Centre is manned, if you or any student needs medical attention then you or they should go to the Medical Centre. However, the Medical Centre is primarily for students and should not be used in lieu of your GP.

In the evening and overnight the Boarding Office is always manned and first aid will be arranged from there.

### What to do if you fall ill

#### *AT HOME*

If you are unable to come to work due to illness you **MUST** contact the college by telephone:

- 01223 314431
- **AND** e-mail your line manager, copying in the Curriculum Office:  
[curriculum@catscambridge.com](mailto:curriculum@catscambridge.com)

Best endeavours should be made to communicate your absence by 0730.

#### *DURING THE WORKING DAY*

If you need to leave work due to illness you should use best efforts to inform your line manager in person. If this is not practical please e-mail your line manager and the Curriculum Office.

## Getting Help

If you have any problems or issues around the College you will find colleagues a useful source of information and advice. However, you should also be aware of the following systems and experts:

### **SysAid**

SysAid is the College's system for requesting assistance with resolving issues concerning the facilities and IT. The URL is: [sysaid.ceg-uk.com/Login.jsp](http://sysaid.ceg-uk.com/Login.jsp)

### **Classroom Hardware and Software Issues:**

#### **SMART BOARDS**

Rob Mathers (Head of Mathematics) and Ian Tay (Head of Social Sciences) are both expert in the use of SMART boards. They provide new teachers with training on the use of SMART boards and they will be happy to deal with any queries that you may have.

#### **SHACKLETON**

The Curriculum Office Team are all experts in Shackleton. They provide induction training to new starters, they are also happy to field any queries you have about Shackleton.

#### **CANVAS**

CANVAS is the college's Virtual Learning Environment. Qadeer Afzal, Assistant Principal (Academic), administers CANVAS and provides induction training for new starts. He will be happy to address any issues that you encounter

## CATS Cambridge Dress Code

The full CEG Dress Code Policy is available on the G drive (G:\Group HR Public\Policies) but we highlight some key elements below.

Firstly in the preamble it says, *'The policy is not exhaustive in defining acceptable and unacceptable standards of dress and appearance, and staff must use common sense in adhering to the principles underpinning the policy.'*, it then goes on to say, *'All employees are required to...present themselves at all times in accordance with their professional status and dress in a manner appropriate to their role'*.

As is often the case in dress code policies the approach for ladies and gentlemen is slightly different:

- For ladies the policy is generally proscriptive and I would especially highlight to you the list of proscribed items of clothing.
- For gentlemen the CATS Cambridge interpretation of appropriate professional dress for teachers on a day-to-day basis is a shirt with buttons down the front, which is tucked into trousers. You are not expected to wear a tie and/or jackets on a daily basis unless you wish to.

The policy then goes on to highlight attire when meeting parents or agents. Arguably this can happen on any day as we have tours on a frequent basis, but thinking specifically about the occasions when you know in advance that you have meetings scheduled, please can you take note of the line, *'In this regard, acceptable attire is smart business wear i.e. suit or smart jacket and trousers/skirt/dress. Shirts and blouses are expected to be ironed. Male employees must also wear a tie.'*

## Parking

Cars may only be parked in the marked parking spaces to the side and rear of the building. Parking is not allocated. If no spaces are available staff should find a place to park on one of the surrounding streets. Teachers whose cars are found on site and not parked in a defined parking space may be subject to disciplinary action.

Parking is not permitted in the turning circle or in front of the building.

## Communication

### **With Students**

When interacting with students, teachers should be polite and respectful.

Teachers must not use expletives from any language when communicating with students, be that in lessons or outside of the classroom.

As an international school, CATS expects all of its teachers to be especially mindful of the cultural diversity of its student population. CATS teachers are also expected to be particularly conscious of subject matter to which some cultures may be sensitive and teachers must take steps to adapt their teaching and their interactions with students accordingly.

Teachers are expected to be positive about, and supportive of the College, in all of their interactions with the students. Teachers must not enter into any communications with students that brings the college into disrepute or that may cause the college to be viewed negatively by its students or its students' parents or their agents.

Only school e-mail accounts and school telephones should be used to contact students. Teachers must not use their personal e-mail accounts or their private telephones to communicate with students.

### **With Parents**

The Student Communications team is responsible for maintaining a complete file of communications with the students' parents and agents. When teachers communicate with parents or agents they should ensure that the Student Communications team has a record of the communication. This can be accomplished by:

- sending the Student Communications team a copy of the e-mail.
- or raising a note on Shackleton to outline the date/time and content of any telephone conversation or meeting, ensuring that Student Services are selected as addressees.

Communication with parents and agents should be positive in tone. If the message that needs to be conveyed is difficult or needs to be negative, then it should be discussed with your line manager before it is sent; it may well be more appropriate that the student's Programme Director or the Assistant Principal (Pastoral Care) /Vice Principal/Principal writes.

### **With Other Teachers**

Teachers are expected to communicate with one another in a professional and positive manner. If a difficult or negative message needs to be conveyed to a colleague, it should be done so at an appropriate time, in an appropriate location and in a professional manner.

As a teacher you are trusted with access to sensitive information about students and, on occasion, you may come across sensitive information about colleagues. You must not breach this trust by discussing this information with anyone other than those who need to know for professional reasons.

### **E-Mail**

All teachers are encouraged to be mindful of using 'reply all'; you should reflect on whether or not your message or response is meant for all of the addressees.

You should also think carefully before using 'reply all' when negatively challenging a request made by a colleague, or an instruction from your line manager; do you really want to be so undermining? Might it be better to go to them to discuss the issue 1-2-1 in the first instance?

Avoid the use of **SHOUTEE** capitalisation.

Avoid sending e-mails out of office hours unless the matter is particularly time sensitive.

We use students' own e-mail addresses for formal communications. When writing to groups of students you must ensure that the students' e-mail addresses are placed in 'BCC'.

## Shackleton

Shackleton is the College's management information system (MIS).

You will receive training on how to use Shackleton when you are inducted.

The following rules of thumb should be followed when using Shackleton:

- Make sure that you are using the right note and that you select and deselect addressees as appropriate for the content of your note.
- Only facts NOT opinions should be recorded in Shackleton notes. If you want to raise a question or share an opinion do so using e-mail.
- If the facts that are being entered are sensitive, then the 'private note' facility should be used. If you are in doubt then use a 'private note' in the first instance or simply e-mail the relevant parties.

## The Working Week

### Expectations for Staff Attendance

During term time, in general teachers are expected to be in College from 08:30 to 17:30.

If you have agreed different working hours then it is important that you confirm the arrangements in place with your line manager in writing.

Agreement to absences during the working day are at the discretion of your line manager.

As they have a role in the daytime fire drill, PTs having obtained their line manager's agreement for an absence, they should also inform their PD about the agreed absence.

### Cover Policy

In the event of an unplanned absence known before the start of the day teachers should use best endeavours to contact the school by no later than 7.30 am. It is important that you both telephone and you e-mail:

- call reception: 01223 314431
- e-mail the Curriculum Office ([curriculum@catscambridge.com](mailto:curriculum@catscambridge.com)), the Vice Principal and your Line Manager

### College Timetable

The option blocks A to G are each have a five lesson allocation. The shape of the week is shown on the table below.

## Outline Academic Policies

### Lesson allocation by Programme of Study

The allocation of lessons to subjects by programme of study is provided in the table below.

## **POST 16 Programmes**

### **ESL**

All students on post-16 programmes must take ESL. They may only stop attending ESL lessons when they have met the ESL requirements for all of the University courses for which they have applied.

### **Mathematics**

A grade 4, or better, at GCSE, or equivalent, in mathematics is a minimum University entry requirement for most UK Universities. All students on post-16 programmes must demonstrate that they meet this requirement, if they cannot then they are required to take GCSE Mathematics. In preparation for this they attend 5 lessons of Maths a week.

Those students who enrol in A Level Mathematics are usually required to start a fourth A Level subject if their initial Maths assessment and/or their previous Mathematics qualifications suggest that they may struggle to access the A Level content. This then allows them to drop A Level Maths without compromising their chances of attaining three A Levels.

### **A level Students**

The College offers two A Level programmes:

- A Levels in 6 Terms – starting in September.
- A Levels in 5 Terms – starting in January.

The College's policy is that students take three A level subjects, however there are notable exceptions, including:

- Those students taking Further Mathematics.
- Students studying for a native language A Level.

Some students may initially enrol in four subjects for the following reasons:

- When the student has not studied one or more of the subjects in the past.
- When we have concerns about their ability to effectively access the A-Level content in a specific subject. This will usually be as a result of evidence from the student's prior academic performance and/or a poor performance in the induction assessment tests. Where this is the case the student should be encouraged to focus on their best three A-Level subjects as quickly as possible.

### **UFP**

Students must study three UFP subjects (i.e. Level 3 subjects) in order to meet the requirements to graduate from the UFP programme.

Outline Academic Policies continues...



## THE SHAPE OF THE COLLEGE WEEK

start	end	Period	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8.30	8.55				Staff Briefing			
9.00	9.55	1	E	KS4 L2L	C	A	D	
9.55	10.50	2	E	E	C	A	D	SSS 1045-1245
10.50	11.05		B	R	E	A	K	
11.05	12.00	3	A	B	B	C	E	
12.00	12.55	4/Lunch	D	B	D	F	C	
12.55	13.05	PT	PT	PT	PT	PT	PT	
13.05	14.00	5/Lunch	L	L	L	L	L	
14.00	14.55	6	B	C	A	PT Time	A	
14.55	15.10		Break	Break	Break	Break	Break	
15.10	16.05	7	D	F	F	E	B	
16.05	17.00	8	G	G	F	G	F	
17.05	17.30		Management Meetings	PoS Meetings	Reserved for KPP	Department Meetings		
18.00	19.00			Detetention		Detention		
19.30	21.00		Prep	Prep	Prep	Prep	Prep	
			PE @ NCA	Monday	16:05 - 18:00	x1		
				Tuesday	15:00 - 18:00	x2	PP optional	
				Thursday	15:00 - 19:00	x2	PP science	
			Staff Briefing	Lecture Theatre, starts at 08:40				
			Management Meetings	3 week rotation: MLT, HsoD, PDs, see academic calendar				

## LESSON ALLOCATION FOR THE PROGRAMMES OF STUDY

Subject Name	ALY2	ALY1	5TALY1	UFP	FT UFP	PP	GCSE Y2	GCSE Y1	ED	AEM
Academic Skills				1	1					
Accounting	5	5	8	5	8					
Art and Design						3	3	3	1	
Fine Art	5	5								
Photography	5	5				3	3	3		
Biology	5	5	8	5	8	3	3	3		
Business	5	5	8	5	8	3	3	3		3
Chemistry	5	5	8	5	8					
Chinese (see note 1)										
Economics	5	5	8	5	8					
English as a Second Language	5	5	8	4	4	3	3	3	10	15
English Literature	5	5				3	3	3		
Further Maths (See note 3)	8	8								
Geography	5	5				3	3	3		
Politics (see note 4)	5									
History	5	5				3	3	3		4
History of Art (see note 4)	5									
Humanities									3	3
Maths	5	5	8	5	8	3	3	3	5	
Media	5	5					3	3		
Modern Foreign Languages (See note 2)	5	5				3	3	3		
Physical Education						2	2	2	2	
Physics	5	5	8	5	8	3	3	3		
Psychology	5	5								
Russian (See note 1)										
Science									3	
Sociology	5	5	8	5	8					
Social Sciences									3	
Notes										
1. Russian and Chinese lessons are offered to native speak at no extra charge - number of lessons determined by the individual student's existing facility.										
2. French, German and Spanish are offered to non-native speakers, native speakers may have lessons but this attracts an additional charge.										
3. Further Mathematics, in ALY1 the students sit the full A Level in Mathematics, in ALY2 they take the A Level in Further Mathematics. 5T AL students are required to take a conversion course										
4. Being discontinued from 2018										



## Outline Academic Policies Continued

### KS4 Programmes

#### GCSE

GCSEs are offered as a two-year programme. It is mandatory for students to take Mathematics, Science and English. Students joining from September 2017 then choose three additional subjects from the option blocks. Students that joined GCSE prior to September 2017 chose two additional subjects from the option blocks. KS4 students also have PE lessons.

#### Pre-Programme

Pre-programme prepares students to join one of our 6<sup>th</sup> Form programmes. Students will typically only take public exams in English and in Mathematics. They take internal examinations in their other subjects. Subject choices are the same as those offered for GCSE. These take place at North Cambridgeshire Academy.

#### AEM & ED

The College offers two intensive English programmes:

- Academic English (AEM)– for post 16s
- English Development (ED) – for under 16s

## In The Classroom

Please ensure that you read the Teaching and Learning policy.

#### Punctuality

Teachers are expected to be on time for their lessons and in a position to invite students into the room at stated time for the beginning of the lesson.

It is important that students have the opportunity to get to their next lesson on time. As a result teachers should plan to conclude their lessons and release their students at 2-3 minutes before the start time for the next lesson; this does not apply to lessons that finish at break-time, lunchtime or at the end of the day.

Teachers should also note that it the College's policy is **NOT** to have a break in a double lesson.

#### Supervision of Pupils

Teachers are expected to supervise and be available to their students throughout taught lessons. For the avoidance of any doubt, this means that teachers should remain in their classrooms with their students during timetabled lessons.

## Classroom Routines

*TEACHING STYLES SHOULD ENGENDER A POSITIVE AND PURPOSEFUL ATMOSPHERE IN WHICH ALL STUDENTS PROGRESS*

Students join CATS Cambridge from a wide variety of educational backgrounds and experiences and they are typically studying with English as their second language. CATS Cambridge teachers are expected to design their lessons in a manner that will allow all of their students to progress. This will require effective planning of suitably differentiated tasks. CATS Cambridge teachers are expected to communicate in a manner that is sensitive to the students' level of English. The Head of ESL is available to provide additional advice when needed.

A full set of classroom routines are published as an Appendix to the Teaching and Learning Policy.

## Student Folders

Subject teachers are responsible for ensuring that their students are:

- Using their files effectively to organise their notes and any handouts provided during their lessons;
- Retaining all teacher-assessed work for their subject in separated sub-section within the subject section of their files.

Teachers must confirm that their students have their files with them in all of their lessons.

Teachers must plan to check their students' files for content and organisation on a regular basis.

Teachers should note that regular work scrutiny checks are conducted by the Heads of Department and the Vice Principal.

## BLP and Learning Capacities

All teachers are responsible for identifying opportunities to develop the students' awareness of the way that we learn so that the students are better able to manage, accelerate and deepen their learning. Our ambition is that all of our students leave us as proficient life-long learners. An essential component of this is to promote the language of learning so that the learning process and learning capacities can be openly discussed. The College has adopted Building Learning Power as its learning framework. Supporting definitions and materials can be found on the BLP website:

<https://www.buildinglearningpower.com/>

## Classroom Behaviour Management

The College has two types of detention:

Type	Where and When	Use
Evening	Common Room, Tuesdays and Thursdays 1730-1830.	Academic issues; failure to submit homework, incomplete homework, poor attentiveness and/or application in class  Absence from lessons and/or repeated lateness
Saturday Supervised Study	Reading Room, Saturdays, 1030-1200.	Failure to attend a detention or stage 3 and above

Teachers may put students into detentions, however only PDs, Heads of Department may put a student into Saturday Supervises Study.

To put a student into detention you should:

- Raise the appropriate note on Shackleton.
- Ensure that you inform the student – if the timing means that you are unable to do this, then you must let the student's PT and PD know. They will then follow up with the student.

### Removal of a Student from a Lesson

In the event that a classroom teacher feels that they are unable to manage the behaviour of a student in their lesson without seriously compromising the learning of the other students, the classroom teacher can request that the student is removed from the lesson.

To have a student removed from class, the classroom teacher needs to write a brief e-mail requesting that a pupil be removed from their lesson to the Vice Principal, the Curriculum Office and the Reception; between them they will ensure that a member of staff is sent to the relevant classroom to escort the student to the Reading Room. The classroom teacher should ensure that the student being removed from the class is set work to complete whilst the student is away from the lesson.

The teacher must record the reasons for the removal of the student from the lesson by adding a discipline note on Shackleton at the earliest opportunity.

The student must be debriefed on the incident during the same working day. The debriefing must be conducted by the Student's PD, when the PD is not available or if the debriefing is more appropriately conducted by a more senior member of staff, then the debriefing should be completed by the Vice Principal or the Head of Boarding and Welfare.

The teacher should ensure that they brief their Head of Department and/or the Vice Principal about the incident before the end of the working day.

The outcome of the student debriefing should then be discussed with the classroom teacher. The sanctions and required actions should also be agreed with the teacher.

## Teaching Resources and Materials

Each department has a budget that is managed by the Head of Department. If you need any teaching resources or materials you should make an initial request to your Head of Department.

## Assessment & Reporting

All teachers should ensure that they are conversant with the College's "Assessment and Reporting" Policy. This can be found on Shackleton.

Teachers are encouraged to use a wide variety of assessment techniques and to proactively communicate which techniques they have found to be effective to their colleagues.

Controlled experimentation is encouraged to expand each teacher's portfolio of techniques as well as the wider teaching expertise of the college itself.

### Assessments

Marking and feedback will be consistent with principles of AFL:

- Focused on student learning and how the student can improve their learning;
- Based on shared learning objectives;
- Periodically and selectively provided;
- Positive in tone, recognising that any assessment has an emotional impact;
- Accessible to the student for whom it is provided i.e. feedback should be developed fully cognisant of the student's academic ability and their facility with the English language, teachers should confirm that the student has understood the feedback and that the student understands the actions that they need to take to improve;
- Include opportunities to develop student peer-assessment and self-assessment;
- Used to inform the planning teaching and learning.

### Formative as well as Summative

Although summative assessment is essential and useful, it necessarily takes place after a substantive passage of teaching has been completed, as a result its use to inform teaching is restricted to the next time the topic is taught. It is only through effective and regular formative assessment that lessons can be adjusted, adapted and aligned to the learning needs of students.

Teachers are encouraged to use a wide variety of assessment techniques and to proactively communicate which techniques they have found to be effective to their colleagues.

Controlled experimentation is encouraged to expand each teacher's portfolio of techniques as well as the wider teaching expertise of the college itself.

Examples of formative assessment techniques can be found in:

- Ginnis, P. (2002). *The Teacher's Toolkit: Raise classroom achievement with strategies for every learner*. Crown House Publishing Ltd.
- Hattie, J. (2012). *Visible learning for teachers*. London: Routledge.
- Wiliam, D. (2011). *Embedded formative assessment*. Bloomington (In.): Solution Tree.

## Marking Policy

It is essential that students can easily identify assessment of their work from the work itself. To that end the following must be adhered to:

- Students should complete their work using blue or black ink
- Teachers should mark, grade and provide feedback using either red or green ink
- Colours other than blue, black, red or green, may be used for self-assessment and peer-assessment. In addition, where peer-assessment or self-assessment is used, PA or SA (as appropriate) should be written at the top of the first leaf the assessment in the same colour as that used for the assessment.

## Mark Books

All teachers should maintain a mark book.

Those students on the ALS register should be highlighted in each of their teachers' mark books.

## Homework Policy

The rule of thumb for 6<sup>th</sup> Form programmes is that students should be set between three and five hours of homework per subject per week.

Students on KS4 programmes should be set up to an hour of homework per subject per week. Homework should be set in accordance with the KS4 homework timetable. The only exception to this is ESL. ESL teachers may set short preps on a more regular basis during the week.

## Co-Curricular Activities and Visits

The College is keen to offer students a rich variety of co-curricular activities and visits. All teachers are encouraged to suggest appropriate trips and visits and to offer co-curricular activities. Teachers should offer their suggestions to their Head of Department in the first instance.

## Academic Reports

Full guidance on the preparation of academic reports is provided in the Assessment and Reporting Policy.

Academic reports are sent to home to parents two to five times a year. The number depends upon the student's programme of study. The reporting cycle and the allocation of 'Thick' and 'Thin' reports within them is provided in the table below.

Parents will receive at least one 'thick' report a year. In 'thick' reports subject teacher comments as well as subject grades are provided. In addition to the 'thick' reports, the parents will also receive at one 'thin' report.

The grades used in the reports are as follows:

- Effort - teachers should ensure that they are conversant with the scale (this is published in classrooms and as part of the assessment and reporting policy).
- Predicted – the terminal grade that the teacher expects the student to attain if the student continues to work in the same manner as they have during the reporting period.

- Target – the terminal grade of which the teacher believes the student is capable if the student fully applied him or herself and fully follows the teacher’s advice on how to improve.

Subject teacher comments in thick reports are written in three parts:

- The content taught during the reporting period.
- Progress towards targets – previously set.
- Latest targets and how they might be best achieved.

In ‘thin’ reports only subject grades are provided.

In both ‘thick’ and ‘thin’ reports Personal Tutors provide summary comments and an assessment of the student’s overall performance. The Personal Tutors’ Report should also comment on:

- The student’s personal development
- The student’s participation in co and extra-curricular activities
- Their aspirations beyond the programme of study on which they are currently enrolled – this should include comments on any progress made with respect to the student’s University application.

New teachers should ensure that they discuss the structure and style of reports with their Head of Department before drafting their first set of reports. They should also invite their Head of Department to check the first two or three reports that they draft to ensure that they meet the College’s requirements.

## Career and Professional Development

The College is keen to support Teachers in their Career and Professional Development.

All teachers are expected to fully engage in the reflective practice opportunities available through the Teacher Led Learning Groups.

Teachers are encouraged to undertake ‘action-research’ projects. Proposals for ‘action-research’ projects should be cleared through the relevant Head of Department.

In addition, as part of the annual appraisal process, all teachers are encouraged to articulate how they feel that they could be best supported in their career and professional development. Where at all possible the College aims to support teachers in achieving their CPD goals.

## ACADEMIC REPORTING CYCLE 2018-19

	A level Year 2	A Level Year 1	A Level Y1 5T	UFP	FT UFP <sup>1</sup>	PP	PP 2T	GCSE Year 2	GCSE Year 1	AEM	ED
Autumn Half Term	THICK	THIN	x	THIN	x	THIN	x	THICK	THIN	THIN	THIN
Autumn End of Term	THIN	THICK	x	THICK	x	THICK	x	THIN	THICK	THICK	THICK
Mock Exam Results	✓	x	x	✓	x	x	x	✓	x	x	x
Spring Half Term	THICK	THIN	THIN	THIN	THIN	THIN	THIN	THICK	THIN	THIN	THIN
Spring End of Term	THIN	THICK	THICK	THICK	THICK	THICK	THICK	THIN	THICK	THICK	THICK
End of Year Exams	x	✓	✓	x	✓	✓	✓	x	✓	✓	✓
End of Year Report	x	THICK	THICK	x	x	x	x	x	THICK	THICK	THICK

<sup>1</sup> FT UFP, End of year exams refers to mock examinations taken in the second week of the summer term



## Career and Professional Development

The College is keen to support Teachers in their Career and Professional Development.

All teachers are expected to fully engage in the reflective practice opportunities available through the Teacher Led Learning Groups.

Teachers are encouraged to undertake 'action-research' projects. Proposals for 'action-research' projects should be cleared through the relevant Head of Department.

In addition, as part of the annual appraisal process, all teachers are encouraged to articulate how they feel that they could be best supported in their career and professional development. Where at all possible the College aims to support teachers in achieving their CPD goals.

## Performance Management

Individual teacher performance is managed through the appraisal policy. This is available on Shackleton. All teachers should ensure that they are fully conversant with appraisal policy.

## Contract Matters and HR Policies

If you have any questions about your contract you should feel free to raise them with the Principal or the Vice Principal.

All teachers should ensure that they acquaint themselves with the Cambridge Education Group HR Policies. These can be accessed via the G: Drive:

[G:\Group HR Public\Policies](#)