



RATCLIFFE
COLLEGE

Parents' Information Handbook 2019-2020



Senior School



Preparatory School



Nursery School

Strength of Mind • Strength of Values • Strength of Purpose

- i *Headmaster's Introduction*
- ii *Ratcliffe College Mission Statement*

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Headmaster's Introduction

Miss Rachel Green,
Head of EYFS



Father Christopher Cann,
Head of Preparatory School



Mr Jonathan Reddin,
Headmaster



Welcome to Ratcliffe College!

This booklet contains information which you will need throughout your child's time at school, ranging from school uniform to curriculum advice. I urge you to read it and share relevant sections with your child. Please do not hesitate to contact the appropriate member of staff if you have any queries or you need further information.

When Blessed Antonio Rosmini founded our school in 1847, he had a vision to guide young people's intellectual growth, nurture their God-given talents and inspire them to live in the service of others. One hundred and seventy two years later, we continue to do just that. Ratcliffe College offers a rounded, fulfilling and continuous Catholic education for 3-18 year olds where teachers inspire happiness, both in and out of the classroom and in the exciting co-curricular programme on offer which, in turn, motivates our children to achieve their greatest potential.

Throughout the academic year, there will be many opportunities, both formal and informal, for you to visit Ratcliffe. We look forward to meeting you on these occasions to develop the important home-school understanding and partnership which will contribute so much to your child's well being and progress.

I wish your child every happiness and success at Ratcliffe College.



RATCLIFFE
COLLEGE



Ratcliffe College Vision Statement

**The clear, inspirational long-term change resulting from our work
'Strength of Mind. Strength of Values, Strength of Purpose'**

Strength of Mind

We aim to enable our students to be truly independent thinkers and to think 'big' ideas, using their creative instincts. We aim to empower our students to develop resilience through a growth mind set adopting a 'not yet....' rather than a 'can't do....' attitude to their learning and their personal development. We aim to develop young people to become critical thinkers with the capacity for original thought and ideas. We aim to cultivate young minds to accept and welcome failure as a natural part of self-improvement and personal growth – how can we know how to improve unless we first fail?

Strength of Values

Ratcliffe College's educational ethos and Christian values are emphasised by a strong sense of moral purpose and commitment to doing what is right for children and young people. With Christ at the centre of our learning, we educate young people to live their lives based on the Gospel Values; faithfulness and integrity, dignity and compassion, humility and gentleness, truth and justice, forgiveness and mercy, tolerance and peace, service and sacrifice. As Christians, we hear the call of the Gospel to seek perfection by loving God and others with all our strength, anchored by our School motto, *Legis Plenitudo Charitas*: 'Love is the fulfilment of the Law'. We aim to educate young people to see Christ in others and to help those less fortunate than themselves or those in need. As a through school with children from 3 to 18, we aim to instil a deep sense of community and belonging to the Ratcliffe College family of Schools: Nursery, Preparatory and Senior.

Strength of Purpose

Finally, we aim to educate young people to have a strong sense of who they are and their purpose in the world. We aim to inspire our young people to become the leaders of the future. Our aim is to nurture the God-given talents of every student, whether academic or part of the co-curriculum, so that they achieve their greatest potential and are equipped academically, socially, emotionally and spiritually to go forth and make a positive difference to the communities in which they live and work.

Mission Statement - the reasons why our College exists *Learning and Growing in the Light of the Gospel*

With Christ at the centre of our learning, we:

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

Section 1a - General Information

Term Dates 2019 - 2020

Autumn Term 2019	
New Staff Inset	Wednesday 28th August
Staff Inset Day	Thursday 29th August
New student Induction Day	Friday 30th August
Boarders return	Sunday 1st September
Term begins	Monday 2nd September
Half Term	Saturday 19th October to Sunday 3rd November
Boarders return	Sunday 3rd November
Classes Begin	Monday 4th November
Term ends	Friday 13th December (after classes)
Christmas Holiday	Saturday 14th December to Sunday 5th January
Spring Term 2020	
Staff INSET	Friday 3rd January
Boarders return	Sunday 5th January
Term begins	Monday 6th January
Half Term	Saturday 15th February to Sunday 23rd February
Boarders return	Sunday 23rd February
Classes Begin	Monday 24th February
Term ends	Friday 27th March (after classes)
Easter Holiday	Saturday 28th March to Sunday 19th April
Summer Term 2020	
Staff INSET	Friday 17th April
Boarders return	Sunday 19th April
Classes Begin	Monday 20th April
Bank Holiday	Monday 4th May
Half Term	Saturday 23rd May to Sunday 31st May
Boarders return	Sunday 31st May
Classes Begin	Monday 1st June
Term ends	Friday 3rd July
Summer holiday	Saturday 4th July

Section 1b - General Information

Home/School Communication

Please note that this handbook should be read alongside the Parent Contract.

Contacting the School

The School reception is open from 8.00am to 6.30pm on weekdays and during the School holidays, and from 9.00am to 12.30pm on Saturday during term-time only. All telephone calls coming into the School should be directed through reception on 01509 817000. After hours there is an emergency contact number, which is available through the reception switchboard.

Important Telephone Numbers



Position	Name	Telephone Number
Main School	Reception	01509 817 000
Headmaster	Mr J Reddin	Via Reception
Deputy Head	Mr K Ryce	Via Reception
Head of Preparatory School	Father C Cann	Via Prep Reception
Deputy Head Pastoral/DSL	Mr C Donegan	Via Reception
Assistant Head Academic	Ms J Davis	Via Reception
Assistant Head/Head of Sixth Form	Mr J Neville	Via Reception
Preparatory School Reception	Mrs K Curtis & Mrs R Thorley	01509 817 010
Deputy Head of Preparatory School	Mrs J Cartwright	Via Prep. Reception
Head of EYFS	Miss R Green	01509 817 088
Bursar	Mr C Bellamy	Via Reception
Girls' Housemistress	Mrs A DaCosta (from January 2020)	07850 709 881
Boys' Housemaster	Mr P Gilchrist	07850 709 882
Medical Centre	Duty Sister	01509 817 016
Registrar's Office	Miss K Smith	01509 817 031 01509 817 072
School Fax		01509 817 004
Email	enquiries@ratcliffcollege.com	
Website	www.ratcliffcollege.com	

Parents' Association

The Parents' Association plays a significant part in the life of the School, organising social events and supporting School activities. The Association meets regularly and is chaired by a parent. Forthcoming events are always advertised well in advance. New committee members are always welcome. If you require any further information please contact the current chairperson, or Year Group representative via the School's website (www.ratcliffcollege.com).

Section 1b - General Information

Home/School Communication

Other Communication

At the beginning of each term, a school calendar is produced and shared with all parents. This lets parents know about events taking place during the term.

Parents receive a fortnightly e-newsletter, usually on a Friday from the Headmaster. Other communications are sent electronically and by post but they may also be sent home by hand via registration periods or for Nursery and Preparatory School pupils in their book bag. **Therefore, we ask parents to check the book bag daily.**

A copy of all the important communications to parents is usually available either via the Parent Portal on our website (www.ratcliffcollege.com) or the Parent App.

Towards the end of the Autumn Term, the School publishes 'The Ratcliffian', an annual magazine providing a review of the previous academic year. 'The Ratcliffe Recorder' is published on the website each year and is a factual record of the previous academic year; it includes examination results, university destinations and staff lists.

The Nursery

Nursery staff are available at the beginning and end of each day for you to pass on information regarding your child. The Nursery phone line also has an answer machine, which is checked throughout the day, so you are always able to leave a message.

The interactive screen in the Nursery entrance details forthcoming events and learning objectives each week and Nursery news is shared as part of the Preparatory School weekly e-newsletter on a Friday.

Nursery parents have a login to the Visual Learning Environment (VLE). Each class has its own page which is updated regularly.

Contact and Authorisation Forms

At the beginning of an academic year, you will be required to fill out contact and collection authorisation forms. **These ensure we are able to contact you in an emergency**, so please help us to keep our records up to date concerning your address and daytime telephone numbers, whenever there is a change. Throughout the year you may also be required to complete additional authorisation forms. Please also remember to inform the staff at reception, of any changes.

Section 1b - General Information

Home/School Communication

Preparatory School - School Planner

Every pupil has a School planner, where information is written about the homework that needs to be completed. Messages may also be written in the planner for parents by the Class Teacher and vice versa, including, for example, details regarding a dental or hospital appointment where a pupil might miss a section of the School day. **We therefore ask parents to look at the planner every day.** You may also email a class teacher directly.

At the weekend we ask that all planners are checked by parents and signed, thereby indicating to the child's Class Teacher that parents have viewed the information for that week. The Class Teacher will also sign the planner to indicate they have seen the parent's signature.

The Preparatory School also produces its own weekly e-newsletter. The School's website (www.ratcliffe-college.com) is updated regularly with information about School events, and displays what each Year group in the Preparatory School is learning that term.

Nursery and Preparatory School parents will also have a login to the school Virtual Learning Environment (VLE) to enable them to access curriculum information with their children.

Senior School - School Planner

All students in Years 7 – 13 are issued with a planner and a homework timetable at the beginning of the academic year. A copy of the homework timetable is sent to parents.

We insist that all planners of pupils in Years 7 - 11 are checked weekly by parents and signed, thereby indicating to the pupil's Form Tutor that parents have viewed the information for that week. The Form Tutor will also sign the planner to indicate they have seen the parent's signature. Boarders' planners are checked and signed by the Housemaster/Housemistress each week. This checking of signatures usually takes place during morning registration/Form Tutor time each week.



Section 1c - General Information

School Hours and Daily Timetable

Arrival at School

Nursery

Children may arrive at School from 8.00am (morning care), where they are supervised by two members of the Nursery staff. The whistle for registration is at 8.30am. **All Reception children (Swans) must be at School no later than 8.30am. Cygnets must be in school by 8.50am.**

Lateness

In the Swans class we are required to record lateness. An adult explanation, written or spoken, is needed for our records. As well as being disruptive, lateness embarrasses and upsets many pupils. So please ensure Cygnet children are in school by 8.50 and Swans in school by 8.30.

School Hours

	Swans	Cygnets
Morning Care	8.00am - 8.30am	8.00am - 8.50am
Registration	8.30am - 8.40am	8.50am - 9.00am
Assembly	8.40am - 8.55am	
Classroom based activities	9.00am - 10.20am	
Snack and Playtime	10.20am - 11.00am	
Classroom based activities	11.00am - 11.30am	
Lunch and Playtime	11.35pm - 1.00pm	
Registration	1.00pm - 1.15pm	
Classroom based activities	1.15pm - 2.45pm	
Playtime	2.45pm - 3.15pm	
Story	3.15pm - 3.30pm	
After school care	3.30pm - 6.00pm	

Section 1c - General Information

School Hours & Daily Timetable

Arrival at School

Preparatory School (Years 1 - 6)

Pupils may assemble outside the Preparatory School play area (inside the Newman Hall if it is raining) **from no earlier than 8.00am**. From 8.00am - 8.25am supervision is provided by the School. **All pupils must be at School no later than 8.25am. Please note that should you wish to drop off any medicines for your child the Medical Department opens at 8.00am.**

We try to encourage the pupils' independence and hope that, particularly in Year 1, after the initial few days in a new class and environment parents will let their child line up outside and come to the classroom alone.

Lateness

We are required to record lateness. An adult explanation, written or spoken, is needed for our records. As well as being disruptive, lateness embarrasses and upsets many pupils. If pupils arrive late or return from an appointment during the School day they are required to sign in at Reception.

School Hours

Supervision from : 8.00am
Registration : 8.25am



Section 1c - General Information

School Hours & Daily Timetable

Years 1 and 2

Registration/Tutor	8.25am	-	8.40am
Assembly	8.40am	-	9.00am
Period 1	9.05am	-	10.10am
Break	10.10am	-	10.30am
Period 2	10.30am	-	11.20am
Period 3	11.20am	-	11.50am
Lunch	11.50am	-	1.10pm
Registration/Tutor	1.10pm	-	1.30pm
Period 4	1.30pm	-	2.15pm
Period 5	2.15pm	-	3.15pm
Story Time	3.15pm	-	3.30pm
After School Care	3.30pm	-	6.00pm

Years 3 to 6

Registration/Tutor	8.25am	-	8.40am
Assembly	8.40am	-	9.00am
Period 1	9.05am	-	10.00am
Period 2	10.00am	-	11.00am
Break	11.00am	-	11.20am
Period 3	11.20am	-	12.10pm
Lunch	12.10pm	-	1.15pm
Registration/Tutor	1.15pm	-	1.30pm
Period 4	1.30pm	-	2.15pm
Period 5	2.15pm	-	3.00pm
Break	3.00pm	-	3.10pm
Period 6	3.10pm	-	3.50pm
Tea	3.50pm	-	4.10pm
Prep/Clubs	4.15pm	-	6.00pm



Section 1c - General Information

School Hours & Daily Timetable

Senior School (Years 7 to 13)

Day students must not arrive before:	8.00am
Students must be at School by:	8.20am
Registration:	8.25am
Lessons, Monday - Friday:	9.05am to 4.10pm
Prep/Activities:	4.40pm to 6.10pm

Daily Timetable

Registration/Assembly	8.25am - 9.00am
Lesson 1	9.05am - 10.00am
Lesson 2	10.05am - 11.00am
Break	11.00am - 11.20am
Lesson 3	11.20am - 12.15pm
Lesson 4	12.20pm - 1.15pm
Lunch	1.15pm - 2.15pm
Lesson 5	2.15pm - 3.10pm
Lesson 6	3.15pm - 4.10pm
Tea	4.10pm - 4.40pm
Prep/Activities	4.40pm - 6.10pm



Registration

Section 1c - General Information

Registration - Senior School

The registration of students, both in the morning and in the afternoon, is a legal requirement. All parents and students need to be aware that attendance at registration is compulsory.

Times of Registration

- Morning registration takes place between 8.25 - 8.30am. **It is essential** that all students attend this registration punctually.
- In order to make reasonable allowance for delayed buses, traffic problems, etc., the morning period of registration remains 'open' until 9.00am. Therefore, if a student arrives before 9.00am and signs in at reception, they are marked as late in the register by the School Secretary. All arrivals after 9.00am **must be accompanied by a note of explanation from parents**. Students arriving late for registration should expect to be challenged by their Tutor on arrival at School.
- Afternoon registration takes place during P5. However, there may be occasions where Sixth Form students have permission to leave before this time or where sports fixtures or examinations mean that students are away. In these cases, parents must contact School reception on absences@ratcliffecollege.com or by telephone, providing a reason for their child's lateness or absence so that the registers can be marked appropriately. Failure to attend registration without a reasonable excuse may lead to a School detention. Repeated failure to attend registration may lead to harsher sanctions.

Signing In and Out

- There will be occasions during the School day when a student arrives at or leaves the School at times other than those scheduled. In order that the School roll is accurate, we operate a signing in and out system at School reception or in the Sixth Form Centre for Sixth Form students.
- The sheets for this system are kept in reception. If a student arrives after registration or if he/she comes into School once the School day has begun then he/she must report to reception to sign in. Likewise, if a student leaves the campus before 4.10 pm then he/she must inform reception before departing and where possible show the member of staff on duty a signed letter giving them permission to leave School. If a student needs to leave early, permission must be sought from their Head of Year beforehand in the form of a written note from their parents.
- In a similar manner, Sixth Form students must sign in/out in the Sixth Form Centre, having first received permission from the Head of the Sixth Form, Head of Year or member of the Senior Leadership Team to do so.
- Sixth Form students are not allowed to leave School if they have study periods in the afternoon. All Sixth Form students must remain in School and complete private study in the Rosmini Sixth Form Study Centre.
- There may be other occasions when a student needs to leave the campus during the School day. Parents are asked to request leave of absence from the Head of Year in advance, or inform the student's Form Tutor on the day, so that registers can be completed accurately.



Section 1c - General Information

Registration - Senior School

- If a student is sent home by the Medical Centre, then the Medical Sister on duty notifies reception and posts a notice of the absence in the staff common room. **Students must not sign out on medical grounds unless they have permission from the duty Sister.** **Students must not text or telephone their parents during the School day if they are unwell.**
- If a student comes into school during holiday time, for example, for a revision session he/she must sign in/out with the Supervising Teacher or Sixth Form Centre.

Arrival at School

The Year 7 common room is in a classroom area outside the main School building and is opened and supervised from 8.00am onwards. Students in other years may wait in their locker/common room areas, which are inside the main School building or Sixth Form Centre, prior to registration.



Section 1c - General Information

Collection from School - Nursery

Collection from School

We ask parents to inform us at the beginning of the term about their child's collection arrangements. A child will not be allowed to go home with anyone other than the regular parent/carer or adults that have been authorised. Please inform us immediately of any changes to a child's collection arrangements. If a different adult is collecting a child, parents are required to sign an authorisation form detailing who the adult is. Parents/carers are asked not to send anyone under the age of **16** to collect their child from the Nursery.

Collection Times

11.45am	End of Morning Session
3.30pm	End of School Day
3.30pm - 6.00pm	Aftercare

The Nursery Staff **must** be informed by **11.00am** if you require your child to stay for tea at 4.00pm. There is an additional charge for aftercare which is and staffed by 2 members of Nursery Staff,

It is important that parents try to adhere to arrival and collection times for the safety and benefit of all the children. If for any reason, **and this should only be in exceptional circumstances**, parents are later than 6.00pm when coming to collect their child, then please note that from 6.00pm until 6.10pm 2 members of staff will remain with the child at the Nursery.



Section 1c - General Information

Collection from School - Preparatory School

Collection from School

Pupils should be collected from outside the Preparatory School at the following collection times. **We ask that at all times an adult comes to collect their child from the Preparatory School.** We do not allow pupils from the Preparatory School to go to the drop off zone or the car park to meet their parents/carers. Pupils must always ensure they 'sign out', informing the appropriate member of staff that parents have arrived.

3.30pm	End of lessons for Years 1 and 2. By arrangement children can stay for aftercare
3.50pm	End of lessons for Years 3 - 6. First sign out.
3.50pm	Tea
4.10pm	Second sign out.
4.15pm	First prep or clubs
5.00pm	Collection time
5.00pm - 6.00pm	Second Prep or Activities

Please note that pupils should not be taken out of prep or clubs before the finishing time of 5.00pm, when they will be brought to the main entrance for collection.

All pupils in Years 1 - 6 must be collected by 6.10pm at the latest.

- If a child is involved in an activity after School then they will need to be collected at the appropriate finishing time, if they are not continuing in prep.
- After School care for Years 1 and 2 will be held in a designated room in the Preparatory School.
- If for any reason, **and this should only be in exceptional circumstances**, parents are later than 6.10pm when coming to collect their child, then please note a call is made to parents and pupils taken to the Medical centre in the Senior School. Their number is 07432 566517.
- If a child is being collected by his/her parent(s) then he/she signs out with the member of staff on duty and is released by the member of staff to the parent(s). However, if a parent is unable to collect their child and arrangements are made for another adult to collect him/her, then this information **must** be given to the Class Teacher either by a letter, a note in the child's planner or by email, prior to collection.
- Our duty of care means we are unable to let a child go home with an adult who is not his/her parent unless we have been informed in writing. This applies even if the adult is known to us, for example the parent of another child in the class.



Section 1c - General Information

Collection from School - Senior School

Collection from School

The Senior School finish second Prep and co-curricular activities at 6.10pm.

The School buses leave at 6.20pm, but parents may pick up their children between 4.10pm - 4.40pm if they do not wish them to stay for prep activities. Students staying for prep are registered in prep and students doing activities are registered by the member of staff taking the activity.

Students may also be collected from prep at 5.20pm, from the waiting/dropping off area (opposite the netball/tennis courts) when there is a break in prep.

STUDENTS MUST NOT BE PICKED UP OR DROPPED OFF ON THE BACK DRIVE, SPORTS HALL CAR PARK OR OUTSIDE THE YEAR 7 CLASSROOMS BECAUSE THESE AREAS ARE NOT SAFE FOR THIS PURPOSE. WE POLITELY ASK ALL PARENTS TO ADHERE TO THIS REQUEST.

If a student is being picked up at any other time during prep, **parents must go to reception** (see later section on Prep/Homework for details of locations) to collect their child, as students will not be allowed to leave prep at times other than 5.20pm, for safety reasons. In order to ensure a quiet study area, parents are urged that if they collect their child, ideally they should do so at 4.40pm or during the 5.20pm break or at 6.10pm



Section 1c - General Information

Absence from School

Senior School /Preparatory School/Nursery

Unplanned Absence

If, for some legitimate reason, a student has been delayed in getting to School or is ill, we ask parents to telephone the Preparatory School reception as soon as possible on 01509 817010 or the Senior School reception on 01509 817000. This must be followed with a note addressed to the Form Tutor, class Teacher or Nursery Teacher indicating reasons for absence, on the child's return to School. This will be recorded on the School's Management Information System. If parents wish to email the Senior School they should email absences@ratcliffcollege.com or prep School on prepadmin@ratcliffcollege.com. The school will then record the absence and alert the relevant staff.

Planned Absence

The School strongly recommends that parents do not disturb their child's education by taking them out of School during the term. This applies equally to Preparatory School Prize Day and Senior School Exhibition Day at the end of the School year where attendance is compulsory. In exceptional circumstances, if parents wish their child to be away from School at any time during term, they **must** write to the Heads of School well in advance to request leave of absence.

For routine matters, such as a dental appointment, parents should email absences@ratcliffcollege.com or prepadmin@ratcliffcollege.com and the Head of Year (Senior School), Class Teacher (Preparatory School) or Nursery Teacher (Nursery). Students must follow the procedures for signing in and out at reception, as outlined above. Preparatory School children must be signed out in the signing out register. The school must have an explanation for all absences

Absence of Parents

When both parents are absent from a student's home overnight or for a twenty-four hour period or longer, or in case of any change in normal routines, the Head of School must be told in writing the name, address, and telephone number for twenty-four hour contact with the adult who has responsibility for the pupil.

Section 1d - General Information

Security, Travel to and from School

Access to and Exit from the School Campus

In the interest of safety, all vehicles are required to access the School campus from the A46, follow the appropriate road system and out to the back drive. It is not possible to exit the campus from the entrance drive directly onto the A46.

The exit road adjacent to the Sports Hall car park, is only to be used as an exit.

Travel to and from School

In the interest of safety, we strongly recommend that pupils travel to and from School using School buses or parents' cars or (with appropriate permission) a student's car. This permission can be obtained by a written request to the Assistant Head, Mr J Neville, identifying the driver, make and registration number of the car and the passenger(s) to be carried. The School has specific rules relating to students who are old enough to drive a car or ride a motorcycle. These are set out in the section about School rules. We strongly advise against students cycling to the School owing to its remote location.

Safety Relating to Ratcliffe College's Access and Proximity to a Public Highway (A46)

Parents should be aware that at the School's main entrance there is a public footpath crossing the A46 dual carriageway trunk road. We urge parents to remind their children to exercise extreme caution if using or crossing this busy public highway. In the light of the School's strong recommendations for travel to and from School outlined above, there should be no need for any student to be near this road on foot.

Car Parking

Parents are asked to use the main car parks near the netball/tennis courts and not the front of the main School. In the interests of safety, parents are requested always to escort their children to and from car parks. If parents are simply dropping off children they should do so at the waiting/dropping off areas in front of the Preparatory School or alongside the netball/tennis courts or along the South Terrace. Parents must ensure that any younger siblings are properly supervised at all times. A car park attendant is on duty between 3.30pm and 6.20pm to assist parents in making safe use of all parking areas.

To avoid traffic jams and to ensure the safety of everyone on the campus, parking is not allowed at the front of the main School, on the grass verges or outside the temporary classrooms at the back of the School. Double-parking alongside the waiting/dropping off area is also not allowed.

In the interest of all, parents are also requested to turn off their car engines when dropping off or collecting their children.

Section 1d - General Information

Security, Travel to and from School

The Wearing of Seatbelts in Vehicles

In order to ensure that all journeys by Ratcliffe students are undertaken in the safest possible manner, it is the School's policy that **seatbelts must be worn at all times by all staff and students in cars (including taxis), minibuses and coaches**. All staff and students are made aware of this and are asked to adhere to the policy strictly. We will do everything we reasonably can to enforce this policy.

The School uses Ausden Clark and Woods Coaches for almost all of its coach hire, including some of the School buses in the morning and evening. Members of staff do not travel on these buses so it is not possible for us to guarantee that seatbelts are worn by students. Depending on the age of the passengers, the current law does not insist that the coach driver is responsible for ensuring that everyone is wearing a seatbelt. We have met with representatives from the coach companies and we have asked them to make sure that all their drivers are aware of the School's policy, but ultimately each student is responsible for ensuring that he/she is wearing a seatbelt at all times.

We therefore ask parents to help us to reinforce this message about the use of seatbelts to students, so that we can continue to ensure the safety of all students when they travel in vehicles.

Taxis

For boarders, or day students it may be necessary for a student to travel by taxi in exceptional circumstances. A local taxi company, ADT is used for all journeys by students that start from the School. Taxis are booked through the School for day pupils and boarders. ADT drivers have all undergone the appropriate police checks.

Parents should note that the School cannot guarantee that other taxi companies have completed these checks and we therefore recommend that students use ADT wherever possible. We ask parents to reinforce this message to all students.

School Bus

The School operates a bus service to/from Belvoir, Charnwood, Leicester and Nottingham. Details of the routes, cost and a timetable can be found on the School website www.ratcliffecollege.com



Section 1d - General Information

Security, Travel to and from School

Weather Warnings

In the event of severe weather conditions an information notice will be posted on the School website; if the School is to close it will be **broadcast on Radio Leicester** and a notice placed on the **School website**. Please do not telephone Radio Leicester, but keep your radio tuned to 104.9FM and check the School website regularly. If the weather deteriorates during the day and parents wish to collect their child early from School, please telephone the main School reception on 01509 817000 to give consent for your child to be collected early. The telephones are staffed between 8.30 am and 5.00 pm. **Any student leaving School early must have prior permission to do so from their parents, which has been communicated to and agreed by the School before they sign out at main School reception. Under no circumstances should students text their parents to request collection from School.**

Security

Nursery

Access to the Nursery building is gained through the playground gate. Parents must ensure that their child is left with a member of staff before they leave the Nursery.

The main entrance door to the Nursery is also fitted with a coded keypad lock. Parents who wish to gain access to the Nursery should ring the bell on the main door.

Preparatory School (Years 1 - 6) & Senior School

In the interests of security, entrance doors to the Senior School, Preparatory School, Sixth Form Centre, Music Hall and Theatre are fitted with coded key pad locks. The codes are changed on a regular basis in order to maintain their effectiveness. The main access to the Senior School is through the front door where a key pad is connected to reception and all visitors are asked to use this door.

Dogs on the Campus

If dogs are brought onto the School campus, we ask parents to adhere to the following guidelines:

- Keep the dog on a lead at all times.
- Carry a supply of plastic bags.
- Clean up after the dog and dispose of waste in one of the many outdoor litter bins on site, ensuring that waste is double wrapped.
- Be aware that not everyone likes dogs and some children can be very frightened by them.
- Should visitors/parents fail to adhere to the above points they may be asked to leave the School Campus.

Section 1e - General Information

Nursery Uniform

School Uniform

All clothing and personal possessions **must be clearly labelled**. All labels should be if at all possible clearly visible on PE shirts and shorts/skirts. **Please do not send your child to School wearing jewellery**, as it can become trapped, get broken and pulled, causing distress to all concerned. Girls with pierced ears may wear plain studs or sleepers, which must be removed on PE days.

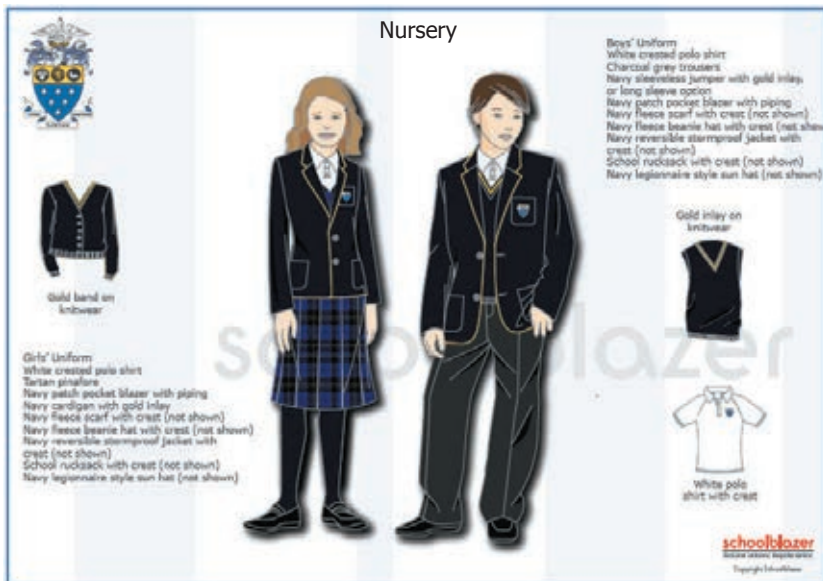
Hair must be clean, tidy, neat and must be its natural colour. All hairstyles must be reasonable and hair must appear brushed or combed and girls' hair must be tied back in a ponytail. Spiked or back combed hairstyles are not appropriate for School. Boys' hair must not be too long, i.e. above collar length and out of the eyes, nor must it be too short. The minimum length for boys' hair is grade 4. Hair should be of the same length and there should not be a significant difference in the length /style of hair e.g. very long on top and shaved at the side or back. **Pupils who attend School with dyed hair or a hair cut that is deemed inappropriate may be sent home from School. They will be asked to have the colour or style of their hair adjusted by a hairdresser before returning to school.**

Nursery Uniform	
Nursery Boys	Nursery Girls
Charcoal grey trousers	Tartan pinafore
Sleeveless navy blue jumper, gold inlay (Long sleeve option available)	Navy blue cardigan with gold inlay
White crested pique polo shirt (no tie)	White crested pique polo shirt (no tie)
Polywool navy blue blazer with crest, edged with gold piping	Polywool navy blue blazer with crest, edged with gold piping
Black leather (not suede) shoes	Black leather (not suede) shoes
Charcoal grey socks	Navy tights
Summer - Charcoal shorts worn with knee-length charcoal grey socks	Summer Dress: light blue, with white stripe, to be worn with short white socks
Nursery Uniform items for Boys & Girls	
Navy blue gloves	
Crested navy reversible storm-proof jacket	
Crested navy blue PE bag: draw string	
Crested navy blue 'beanie' hat	
Crested navy blue fleece scarf	
Crested legionnaire's summer hat	
Crested navy blue book bag (ordered through school)	
Waterproof raincoat, trousers and wellington boots (please see Nursery staff)	

Section 1e - General Information

Nursery School Uniform

Nursery



Boys' Uniform
 White crested polo shirt
 Charcoal grey trousers
 Navy sleeveless jumper with gold inlay or long sleeve option
 Navy patch pocket blazer with piping
 Navy fleece scarf with crest (not shown)
 Navy fleece beanie hat with crest (not shown)
 Navy reversible stormproof jacket with crest (not shown)
 School rucksack with crest (not shown)
 Navy legionnaire style sun hat (not shown)

Girls' Uniform
 White crested polo shirt
 Tartan pinafore
 Navy patch pocket blazer with piping
 Navy cardigan with gold inlay
 Navy fleece scarf with crest (not shown)
 Navy fleece beanie hat with crest (not shown)
 Navy reversible stormproof jacket with crest (not shown)
 School rucksack with crest (not shown)
 Navy legionnaire style sun hat (not shown)


Gold band on knitwear

Gold inlay on knitwear

White polo shirt with crest

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 Uniform solutions. Inspiring ideas.
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Nursery and Preparatory School Summer Uniform



Boys' Uniform
 Charcoal grey shorts
 Charcoal grey socks
 White crested polo shirt (Cygnets and Swans as shown)
 Years 1 to 6 white shirt (long or short sleeve options not shown)
 Tie (not shown)
 Navy sleeveless jumper with gold inlay or long sleeve option

Girls' Uniform
 Navy and white stripe summer
 Navy cardigan with gold inlay
 Shers white socks

Gold band on knitwear

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Section 1e - General Information

Nursery PE Uniform

Nursery PE Uniform

All children should keep their PE kit in a navy drawstring pump bag, clearly labelled with their names.

Nursery Sports Uniform
White polo-shirt
PE shorts
MidLayer
Swimming Costumes/Swimming Shorts
2 pairs white ankle socks
Trainers

Optional items for Nursery pupils (these will all be in navy):
Preparatory Boys' Crew Neck PlayerLayer
Preparatory Girls' Crew Neck PlayerLayer
Preparatory Boys' BaseLayer Shorts
Preparatory Girls' BaseLayer Shorts
Preparatory Boys' PlayerLayer Leggings
Preparatory Girls' PlayerLayer Leggings

Optional items for the Summer term
Preparatory Boys' White Crew Neck PlayerLayer Top L/S
Preparatory Girls' White Crew Neck PlayerLayer Top L/S

All trainers need to be 'sports' trainers and not 'designer' ones. This is for safety reasons. Please, no zips on trainers. We discourage pupils from wearing 'coloured' trainers and would prefer that trainers be predominantly white or black.

There is a termly 2nd hand Uniform Sale in the Prep School. Please contact the Nursery Parent Representative or a member of the Nursery team for more information.

Section 1e - General Information

Preparatory School Uniform

Preparatory School Uniform (Years 1 - 6)

All clothing and personal possessions **must be clearly labelled**, using sew-in labels. All labels should be if at all possible clearly visible on PE shirts and shorts/skirts. **Please do not send your child to School wearing jewellery**, as it can become trapped, get broken and pulled, causing distress to all concerned. Girls with pierced ears may wear plain studs or sleepers, which must be removed or taped on PE days.

Preparatory School Uniform (Years 1 - 6)	
Preparatory School Boys	Preparatory School Girls
Charcoal grey trousers	Tartan pinafore
Sleeveless navy blue jumper, gold inlay (Long sleeve option available)	Navy blue cardigan with gold inlay
White shirt for Years 1-6, long & short sleeve	White reverse blouse (no tie) in long & short sleeve form, Years 1-6
Blue background tie, with gold emblem	
Polywool navy blue blazer with crest, edged with gold piping	Polywool navy blazer with crest, edged with gold piping
Black leather (not suede) shoes	Black leather (not suede) shoes
Summer charcoal shorts compulsory for Years 1-5 , worn with knee-length charcoal grey socks in the Summer term	Summer Dress: light blue, with white stripe, to be worn with short white socks
	Short white socks to wear with Summer Dress
Charcoal grey socks	Navy tights

Preparatory School Uniform Items for Boys & Girls (Years 1 - 6)
Crested navy reversible storm-proof jacket
Years 1-2: Crested navy blue school bag: Years 3-6: large back-pack
Crested navy blue 'beanie' hat
Crested navy blue fleece scarf or woollen scarf
Navy blue gloves
Crested legionnaire's summer hat

Section 1e - General Information

Preparatory School Uniform

Coats: All pupils **must** have the Ratcliffe College coat and Ratcliffe College hat and scarf for when the weather is cold. **All hats, scarves and gloves must be purchased from SchoolBlazer.**

Tractor suits: Your child will need a Tractor suit for playtime. These can be purchased from www.dickiesstores.co.uk. WD4839J. Colour royal blue.

Bags: Pupils should use the Ratcliffe College back-pack or book bag for Years 1 and 2.

Aprons: Children need to have an art apron which can be purchased from the Prep School Reception and charged to the School bill.

Hair must be clean, tidy, neat and **must be its natural colour**. All hairstyles must be reasonable and hair must appear brushed or combed and girls' hair must be tied back in a ponytail. Spiked or back-combed hairstyles are not appropriate for School. Boys' hair must not be too long, i.e. above collar length and out of the eyes, nor must it be too short. The minimum length for boys' hair is grade 4. Hair should be of the same length and there should not be a significant difference in the length /style of hair e.g. very long on top and shaved at the side or back. **Pupils who attend School with dyed hair or a hair cut that is deemed inappropriate may be sent home from School. They will be asked to have the colour or style of their hair adjusted by a hairdresser before returning to school.**

Sports Uniform

Twice a year, O-Pro will come into School to take impressions for mouth guards (Years 3-6 only). Parents will be notified of the details.

All pupils should keep their PE kit in a **sports bag** purchased from SchoolBlazer, clearly labelled with their names.

Preparatory School (Years 1 and 2)	
Junior White Playing Shirt	Junior PE Shorts
Junior MidLayer	Junior TrainaLayer Bottoms
Junior Swimming Costume/Swimming Shorts	2 pairs white ankle socks
Junior Navy Crew Neck PlayerLayer Top L/S	Junior WeatherLayer Jacket




1 pair of outdoor trainers and 1 pair of indoor trainers

Optional items for Preparatory School (Years 1-6) (these will all be in navy):	
Junior Boys' BaseLayer Shorts	Junior Girls' BaseLayer Shorts
Junior PlayerLayer Leggings	Junior Girls' PlayerLayer Leggings
Optional items for the Summer term	
Junior Boys' White Crew Neck PlayerLayer top L/S	Junior Girls' White Crew Neck PlayerLayer Top L/S

Section 1e - General Information

Preparatory School Uniform

Preparatory School

Girls' Uniform
 Navy patch pocket blazer
 White reverse blouse
 Turtlen pinafore
 Navy cardigan with gold inlay
 Navy fleece scarf with crest (not shown)
 Navy fleece beanie hat with crest (not shown)
 Navy reversible stormproof jacket with crest (not shown)
 School rucksack with crest (not shown)
 Navy legionnaire style sun hat (not shown)

Boys' Uniform
 Navy patch pocket blazer
 Charcoal grey trousers
 Navy tie with gold emblem
 Navy sleeveless jumper with gold inlay, long sleeve option
 Tie
 Navy fleece scarf with crest (not shown)
 Navy fleece beanie hat with crest (not shown)
 Navy reversible stormproof jacket with crest (not shown)
 School rucksack with crest (not shown)
 Navy legionnaire style sun hat (not shown)

Gold band on knitwear

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 Online school uniforms
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Nursery and Preparatory School Summer Uniform





Girls' Uniform
 Navy and white stripe summer
 Navy cardigan with gold inlay
 Short white socks

Boys' Uniform
 Charcoal grey shorts
 Charcoal grey socks
 White crested polo shirt (Cygnet and Swan as shown)
 Years 1 to 6 white shirt (long or short sleeve options not shown)
 Tie (Not shown)
 Navy sleeveless jumper with gold inlay or long sleeve option

Gold band on knitwear

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Section 1e - General Information

Preparatory School Sports Uniform & Equipment - Years 3-6

Boys (Years 3-6)	Girls (Years 3-6)
Junior Boys' Rugby Shorts	Junior Girls' Skort
Junior Boys' White Playing Shirt	Junior Girls' White Playing Shirt
Junior Boys' PE Shorts	Junior Girls' PE Shorts
Junior Boys' Reversible Rugby Jersey	
Junior Boys' Pro Socks (long)	Junior Girls' Pro Socks (long)
Junior Boys' MidLayer	Junior Girls' MidLayer
Junior Boys' Navy Crew Neck PlayerLayer Top L/S	Junior Girls' Navy Crew Neck PlayerLayer Top L/S
Junior Boys' WeatherLayer Jacket	Junior Girls' WeatherLayer Jacket
Junior Boys' TrainaLayer Bottoms	Junior Girls' TrainaLayer Bottoms
Junior Boys' Swimming Shorts	Junior Girls' Swimming Costume
2 pairs white ankle socks	2 pairs white ankle socks
Swimming hat	Swimming hat
Outdoor trainers and Indoor Trainers	Outdoor trainers and Indoor Trainers
School Sports Bag	School Sports Bag
Shinpads	Shinpads
School Cricket Shirt	School Cricket Shirt

Additional Preparatory School Sport equipment

Years 3-6 1 mouth guard for boys Rugby and Hockey and girls Hockey; the school recommends O-Pro.
Years 4 - 6 Hockey Stick

All trainers need to be 'sports' trainers and not 'designer' ones. This is for safety reasons. Please, no zips on trainers.

Section 1e - General Information

Senior School Uniform

Senior School Uniform

Every item must be clearly marked with the students name and Ratcliffe College (RC) number. Name labels embroidered initials must be clearly visible on PE shorts and shirts/skorts. Cloth label tapes must be sew-in and not iron-on.

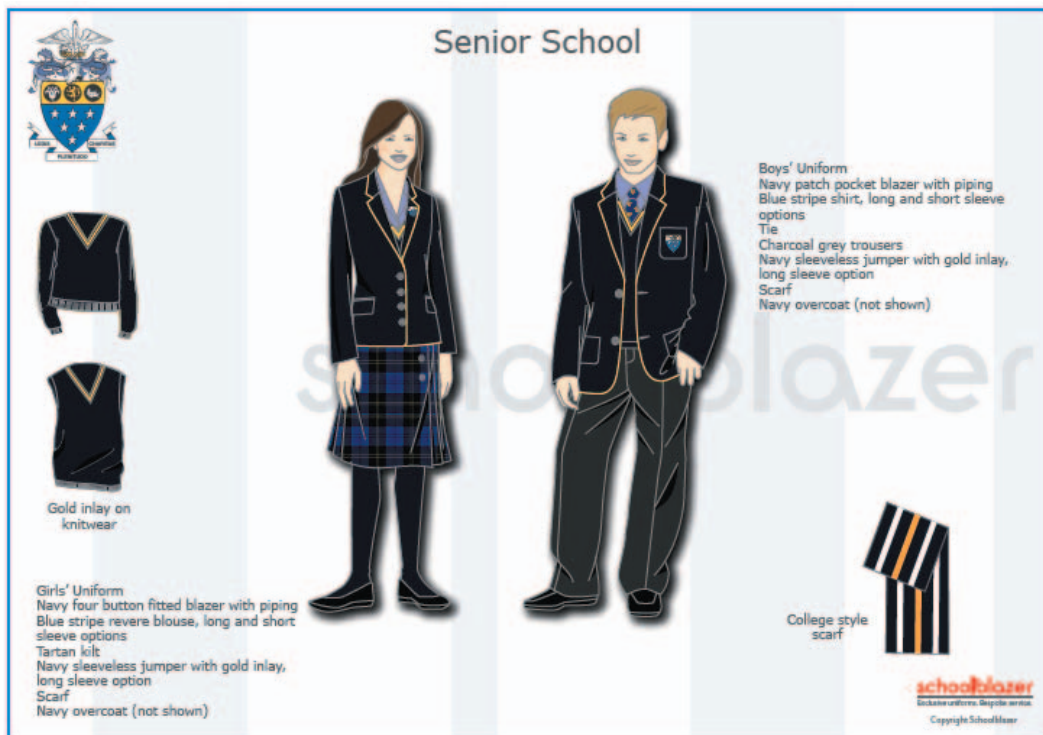
Senior School Uniform	
Senior School Boys	Senior School Girls
Charcoal Grey Trousers	Tartan Kilt
Blue and white shirt long & short sleeve	Blue & White revere blouse (no tie) long & short sleeve
Sleeveless navy blue jumper, gold inlay (Long sleeve option available)	Sleeveless navy blue jumper, gold inlay (Long sleeve option available)
Polywool navy blue blazer with crest, edged with gold piping	Polywool fitted navy blazer with crest, edged with gold piping
Blue background tie, with gold emblem	
Black leather shoes (not suede, not matt, not boots, not deck shoes, no decorations or logos, not black pumps or trainers)	Black leather flat shoes (Years 7-9), with a maximum 4cm heel (Years 9-10). (not suede)
Black or dark grey socks	Navy blue tights

Senior School Uniform Items for Boys & Girls


Navy blue school scarf, collegiate style

Section 1e - General Information Senior School Uniform

Senior School



The image displays the Senior School uniform for both boys and girls. On the left, there are two small images of navy blue knitwear with gold piping at the V-neckline, labeled 'Gold inlay on knitwear'. In the center, a girl is shown wearing a navy blue four-button blazer with gold piping, a blue and white striped blouse, a tartan kilt, and black tights. To her right, a boy is shown wearing a navy blue patch pocket blazer with gold piping, a blue striped shirt, a tie, and charcoal grey trousers. On the far right, there is a 'College style scarf' with black, white, and gold vertical stripes. The background features a large, faint watermark of the word 'schoolblazer'.



Girls' Uniform
Navy four button fitted blazer with piping
Blue stripe reverse blouse, long and short sleeve options
Tartan kilt
Navy sleeveless jumper with gold inlay, long sleeve option
Scarf
Navy overcoat (not shown)

Boys' Uniform
Navy patch pocket blazer with piping
Blue stripe shirt, long and short sleeve options
Tie
Charcoal grey trousers
Navy sleeveless jumper with gold inlay, long sleeve option
Scarf
Navy overcoat (not shown)

Gold inlay on knitwear

College style scarf

schoolblazer
Schoolwear uniforms. Designed for school.
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Section 1e - General Information

Senior School Sports Uniform

Senior School Sports Uniform	
Senior School Sports Boys (referred to as “Mens” for ease of sizing)	Senior School Sports Girls (referred to as “Womens” for ease of sizing)
Mens Reversible Rugby Jersey	Womens Navy Playing Shirt
Mens Blitz Rugby Shorts	Womens Navy Skort
Mens PE Shorts	Womens PE Shorts
Mens White Playing Shirt	Womens White Playing Shirt
Mens Pro Socks	Womens Pro Socks
Mens MidLayer	Womens MidLayer
Mens Navy Crew Neck PlayerLayer Top	Womens Navy Crew Neck PlayerLayer Top
Mens WeatherLayer Jacket	Womens WeatherLayer Jacket
Mens TrainaLayer Bottoms	Womens TrainaLayer Bottoms
Mens Swimming Shorts	Womens Swimming Costume
1 pair of rugby/football boots (approved safety studs only)	
2 pairs white ankle socks	2 pairs white ankle socks

Optional items for Senior School Students (these will all be in navy):

Mens Baselayer Shorts
Womens Baselayer Shorts
Mens PlayerLayer Leggings
Womens PlayerLayer Leggings

Optional items for the Summer term

Mens White Crew Neck PlayerLayer Top L/S
Womens White Crew Neck PlayerLayer Top L/S
Womens White PlayerLayer Skort

Section 1e - General Information

Senior School Sports Uniform

Senior School Sports items for both Boys & Girls
1 pair outdoor trainers
1 pair astro trainers (<i>team players must have them</i>)
1 pair indoor trainers (<i>not baseball/basketball boots</i>)
1 tennis racket (<i>summer term</i>)
1 hockey stick
1 School bag (<i>maximum length 18"</i>)
1 sports bag purchased from SchoolBlazer
1 pair shin pads
1 mouth guard (hockey & rugby) - all pupils must have a mouth guard; the School recommends O-Pro
1 swimming cap
1 pair swimming goggles
White cricket trousers and a white cricket shirt are required by all cricket team players (summer term)
Tennis whites are required for all team players (summer term)

Section 1e - General Information

School Sports Uniform



RATCLIFFE COLLEGE

RATCLIFFE COLLEGE SPORTS KIT

MADE BY PLAYERLAYER - WWW.PLAYERLAYER.COM

BOYS

WEATHERLAYER JACKET

REVERSIBLE RUGBY JERSEY

BLITZ RUGBY SHORTS

PLAYING SHIRT

TRAINALAYER BOTTOMS

MIDLAYER

PE SHORTS

MEN'S SWIMMING SHORTS

SOCKS

The image displays a collection of school sports uniforms for boys. At the top left is the Ratcliffe College crest, which features a shield with a crown on top, a cross, and stars. The text 'RATCLIFFE COLLEGE' is written around the crest. To the right of the crest, the title 'RATCLIFFE COLLEGE SPORTS KIT' is prominently displayed in a bold, serif font. Below the title, it says 'MADE BY PLAYERLAYER - WWW.PLAYERLAYER.COM' and 'BOYS'. The uniforms are arranged in a grid-like fashion. The first row includes a dark blue weatherlayer jacket with light blue accents, a reversible rugby jersey with horizontal blue and dark blue stripes, and a dark blue polo shirt with white stripes on the sleeves. The second row features dark blue trainalayer bottoms, dark blue blitz rugby shorts, and a white playing shirt with blue accents. The third row shows dark blue men's swimming shorts, a dark blue midlayer jacket, and dark blue PE shorts. The final row displays dark blue socks with yellow and white stripes at the top.

Section 1e - General Information

Senior School Sports Uniform



RATCLIFFE COLLEGE SPORTS KIT

MADE BY PLAYERLAYER - WWW.PLAYERLAYER.COM

GIRLS



WEATHERLAYER JACKET



PLAYING SHIRTS - WHITE AND NAVY



PE SHORTS



SKORT



TRAINALAYER BOTTOMS



WOMEN'S SWIMMING COSTUME



SOCKS



MIDLAYER

Section 1e - General Information

School Sports Uniform



RATCLIFFE COLLEGE SPORTS KIT
MADE BY PLAYERLAYER - WWW.PLAYERLAYER.COM
BASELAYER



MEN'S CRICKET CREW NECK BASELAYER



MEN'S CREW NECK BASELAYER



MEN'S BASELAYER SHORTS



WOMEN'S CREW NECK BASELAYER



WOMEN'S BASELAYER LEGGINGS



WOMEN'S BASELAYER SHORTS

Section 1e - General Information

Uniform Options - Sixth Form Only

Uniform Options - Sixth Form Only

We expect Sixth Form students to maintain high standards of dress and appearance, thereby setting an example to younger students and demonstrating their increased responsibility within the School. The general principle underlying the Sixth Form uniform guidelines is that students should resemble young professional people, aiming to look smart all day, every day. We want Sixth Form students to feel a pride in their appearance and to be comfortable in their day to day clothing, while appreciating that bright/garish colours and 'casual' or 'social event' type clothing is not appropriate during the working day.

Boys	
Shoes	Black leather (not suede or patent)
Suit	A formal suit with matching trousers - black, grey or navy blue; either plain or with a subtle pinstripe or check suit. Trousers must be full length and not skin tight. Waistcoats are permitted if they match or complement the suit.
Socks	Plain navy, grey or black (bright colours are not permitted)
Shirt	Plain or discretely striped (pastel colours only). Shirts must be tucked in at all times and the top button must be fastened. Short sleeved or long sleeved.
Tie	Obligatory - The following ties are acceptable : School tie, Sixth Form tie, County or National representative or School Colours tie.
Jumper	Optional, V-neck navy blue, mid to dark grey or black. Jumpers must be thin or medium knit. Thick, 'baggy' jumpers are not appropriate.
Scarves	Navy blue school scarf, collegiate style, available from Schoolblazer.com
Warm Hats	Plain dark blue. These can only be worn outside and not in the School buildings.

Girls	
Shoes	Black leather (not suede) flat or with a heel (maximum 7cms on the grounds of safety). Not stilettos.
Suit	A formal suit with either matching trousers or skirt – black, grey or navy blue; either plain or with a subtle pinstripe or check suit. Skirts must be no shorter than 'a hand's width' above the knee and not skin tight.. Trousers must be longer than mid calf and not skin tight. Waistcoats are permitted if they match or complement the suit.
Tights	Natural, grey, navy or black (plain not patterned).
Shirt	Plain or discretely striped (pastel colours only) with a collar that can be buttoned up appropriately. No 'sheer' shirts or t-shirts, vest tops or strappy tops.
Jumper	Optional, V neck navy blue, mid to dark grey or black. Jumpers must be thin or medium knit. Thick 'baggy' jumpers not appropriate.
Scarves	Navy blue school scarf, collegiate style, available from Schoolblazer.com
Warm Hats	Plain dark blue. These can only be worn outside and not in the School buildings.

Section 1e - General Information

Appearance of Students

Appearance of Students

We consider the appearance of students to be of the highest importance. Extremes of fashion are not allowed. Students must wear the correct uniform with top buttons fastened, ties properly done up and of an appropriate length and shirts tucked in at all times. Kilts must be knee length.

School Uniform and Sports Kit

The Parents' Association run a 'Pop Up' second hand uniform shop, giving parents the opportunity to buy uniform. The shop sales take place every half term and dates are advertised.

We are happy to facilitate urgent uniform requests in between sales if you contact us on pashop@ratcliffcollege.com or via your PA Year Group Representative, contact details for whom can be found on the Parents' Portal, password 'Nottingham'.

Parents wishing to sell uniform can forward it to the PA using the guidelines and forms available on the website and we will then sell it on your behalf with proceeds split 60/40.

Full details and forthcoming sale dates are available on ratcliffparents.co.uk

Everyday wear for Years 7-11 should be white blouse or shirt, School or House tie, regulation pullover, dark grey trousers or kilt, School blazer (see page 32 for Sixth Form options).

A short sleeved shirt may be worn in hot weather or cuffs rolled up on a long-sleeved shirt. Blazers and ties may be removed and sleeves neatly rolled up unless students choose to wear a short sleeved shirt. Short sleeve order may only be worn when officially announced by the Deputy Head Pastoral. Full uniform must continue to be worn for whole School assemblies. During the Summer Term, girls may wear a short sleeved summer blouse or the new short sleeved reverse shirt. Girls in Years 7-11 may also wear ankle socks during short sleeve order.

Jewellery: Girls with pierced ears may wear plain studs (one pair only in the lobes). No bright colours, discs or oversized earrings are permitted. A watch, one ring and a necklace (to be worn out of sight) are allowed. Bracelets may not be worn. Any jewellery brought into the School is at the owner's risk. Jewellery worn as a result of body piercing, other than that listed above, is not permitted at any time. **Jewellery must be removed for all sports lessons and fixtures. Students are not permitted to have tattoos (permanent or temporary).**

Make-up must **not** be worn by girls in Years 7-10 when in uniform. Light make-up may be worn by girls in Year 11 and the Sixth Form (Years 12 and 13) when in uniform if they wish. Sixth Form girls may only wear nail varnish in "nude" shades only. If make-up is deemed to be too heavy, girls will be asked to remove it.

Section 1e - General Information

Appearance of Students

Hair must be clean, tidy, neatly cut and **must be its natural colour, not dyed or highlighted**. All hairstyles must be **reasonable** and hair must appear brushed or combed. Spiked or back-combed hairstyles are not appropriate for School. From Nursery to Year 11, girls' hair must be tied back in a ponytail with a hair band not a clip. Hair accessories need to be discrete and black or navy blue in colour. Flowers, bows or large clips are not permitted. Boys' hair must not be too long – as a general guideline, it should be no longer than collar length and out of the eyes – nor must it be too short. The minimum length for boys' hair is grade 3. Boys must be clean shaven. Hair should be of the same length and there should not be a significant difference in the length/style of hair, e.g. very long on top and shaved at the side or back. **Pupils who attend School with dyed hair or a hair cut that is deemed inappropriate may be sent home from School. They will be asked to have the colour or style of their hair adjusted by a hairdresser before returning to school.**

Girls in the Nursery to Year 9 must wear flat shoes. Girls in Years 10-11 may wear a 4cm heel but not a stiletto. Girls in the Sixth Form may wear a 7cm heel but not a stiletto.

School uniform may be required for some Sunday Masses and some School fixtures. Students may also be asked on occasion, to wear School Uniform for formal occasions at the weekend.

We ask that parents check that their child fully meets all uniform requirements when they drop them off at School in the morning.

We believe our uniform and appearance guidelines offer a common sense and reasonable approach and we ask parents to support us in upholding these guidelines. **However, please note that in all circumstances it is the School that decides what constitutes reasonable standards.**

Section 1e - General Information

School Outfitters

School Outfitters

School Uniform
schoolblazer
SchoolBlazer

www.schoolblazer.com



Tel: 0333 7000 703

E-mail: customerservice@schoolblazer.com

School Sports Kit

 **PLAYERLAYER**

PlayLayer
PlayerLayer Ltd
17 Musters Road,
West Bridgford

www.playerlayer.com



Tel: 0115 9817363

Section 1f - General Information

School Meals

Children receive water/milk and a snack at morning and afternoon breaks. Sweets and chocolate are not allowed to be brought into School unless permission has been sought from the Class Teacher/Nursery Assistant, usually for the child's birthday treat. The children are to have in School a transparent water bottle.

At lunchtime children are provided with a hot meal. The menu on offer is always healthy and varied and children are encouraged to eat a healthy and balanced meal.

If your child is staying for Aftercare they will be served tea just after 4.00pm. This includes a drink, snack (eg. sandwiches, chicken wraps, beans on toast, omelette) and fruit.

For School trips, a packed lunch is provided for all children by the Catering Department, consisting of sandwiches, biscuits, fruit and a drink. **We ask that all parents do not supply children with their own packed lunches for School trips.**

Special diets and/or vegetarians are catered for. Please contact the Catering Manager, Mr G Studd, 01509 817007, if you have any specific dietary requests and/or if your child is on a special diet for medical reasons. Please also inform the Medical Department and Miss Green.

Sample Menu

Starter

Homemade Vegetable Soup

Main Course

Roast Chicken with Sage & Onion Stuffing
Sweetcorn
Broccoli
Creamed Potatoes

Jacket Potatoes

Veggie Bolognese Or Chicken Balti

Pasta Bar

Peperonata Sauce Or Amigo Meatballs

Vegetarian Option

Baked Pasta with Tomato & Mozzarella

Sandwich Bar

Assorted Meat & Vegetarian
Sandwiches & Wraps

Salad Bar

Greek Feta Salad
Ham Salad
Chick Pea Salad
Chorizo Pasta Salad
Watercress & Pepper Salad
Cream Cheese & Olive Salad
Coleslaw

Tarragon & Garlic Chicken Wings

Ham & Pineapple Platter
Tomato, Cucumber & Lettuce

Dessert

Lemon Meringue Or
Cheese & Biscuits Or
Fresh Fruit



Section 1f - General Information

School Meals

Pupils receive a piece of fruit at morning break. Water is available for pupils to refill their water bottles. Sweets and chocolate are not allowed to be brought into School unless permission has been sought from the Class Teacher, usually only for the child's birthday treat.

Special diets and/or vegetarians are catered for. Please contact the Catering Manager, Mr G Studd, 01509 817007, if you have any specific dietary requests and/or if your child is on a special diet for medical reasons. Please also inform the Medical Department and your child's Class Teacher if appropriate.

If staff are concerned about a child's eating habits then parents will be contacted to discuss the situation and consider strategies.

At tea time (3.50-4.10pm) a drink and a snack are available for pupils staying in School for prep or activities.

For School trips, a packed lunch is provided for all children by the Catering Department, consisting of sandwiches, biscuits, fruit and a drink. **We ask that parents do not supply children with their own packed lunches for School trips.**

Refectory Rules

Please ensure your child is familiar with these.

- Table manners should always be observed.
- Meals should be collected in an orderly way.
- Pupils should clear their own places.
- Pupils should eat a balanced meal.
- Pupils should be polite and show respect for ancillary and refectory staff.
- Pupils should seek to eat all of their meal and not leave food.

Sample Menu

Starter

Homemade Vegetable Soup

Main Course

Roast Chicken with Sage & Onion Stuffing
Sweetcorn
Broccoli
Creamed Potatoes

Vegetarian Option

Baked Pasta with Tomato & Mozzarella

Salad Bar

Greek Feta Salad
Ham Salad
Chick Pea Salad
Chorizo Pasta Salad
Watercress & Pepper Salad
Cream Cheese & Olive Salad
Coleslaw

Jacket Potatoes

Veggie Bolognese Or Chicken Balti

Pasta Bar

Peperonata Sauce Or Amigo Meatballs

Sandwich Bar

Assorted Meat & Vegetarian
Sandwiches & Wraps

Tarragon & Garlic Chicken Wings
Ham & Pineapple Platter
Tomato, Cucumber & Lettuce

Dessert

Lemon Meringue Or
Cheese & Biscuits Or
Fresh Fruit





Section 1f - General Information School Meals

At lunchtime a wide selection of meals is provided for all students. Special diets and/or vegetarians are catered for. Please contact the Catering Manager, Mr G Studd, 01509 817007, if you have any specific dietary request or if your son/daughter is on a special diet for medical reasons. Please also inform the Medical Department and your child's Head of Year.

At tea time (4.10pm - 4.40pm) a drink and a snack are available for those students staying in School for prep and activities after school.

The Refectory Café sells a variety of hot and cold snacks at breaktime, and the Rosmini Sixth Form Centre has a café on the ground floor, selling a range of drinks and snacks. The school tries to ensure that a balanced range of products is available to students. We have introduced 'healthy options' wherever possible. The choices are regularly discussed via the School Food Committee which forms part of 'Student Voice'.

Drinking water points are located at various locations around the school and the Refectory Café is open at breaktime for students to have a drink of water if required. We encourage all students to bring in their own water bottle and drink water throughout the day.

All students are expected to attend lunch in the refectory at their designated time and the importance of healthy eating is stressed through both academic subjects and in the Personal, Social, Health and Citizenship Education programme.

Students must not take food or drink out of the refectory. On safety grounds, students must not drink from cans or bottles or eat sweets, especially sweets on sticks, while moving around the school.

For school trips, a packed lunch is provided for all students by the Catering Department. **We ask that parents do not supply children with their own packed lunches for school trips.**

Sample Menu

Starter

Homemade Vegetable Soup

Main Course

Roast Chicken with Sage & Onion Stuffing
Sweetcorn
Broccoli
Creamed Potatoes

Jacket Potatoes

Veggie Bolognese Or Chicken Balti

Pasta Bar

Peperonata Sauce Or Amigo Meatballs

Vegetarian Option

Baked Pasta with Tomato & Mozzarella

Sandwich Bar

Assorted Meat & Vegetarian
Sandwiches & Wraps

Salad Bar

Greek Feta Salad
Ham Salad
Chick Pea Salad
Chorizo Pasta Salad
Watercress & Pepper Salad
Cream Cheese & Olive Salad
Coleslaw

Tarragon & Garlic Chicken Wings

Ham & Pineapple Platter
Tomato, Cucumber & Lettuce

Dessert

Lemon Meringue Or
Cheese & Biscuits Or
Fresh Fruit



Section 1g - General Information

Governors

Governors

The work of the College is guided, supported and monitored by the Governing Body. This group are all volunteers who receive no payment or other benefits for their contribution to College life. Appointed by the Trustees who are led by representatives of the Institute of Charity, the Rosminian Order, the proprietors of the School, the Governing Body work closely with the Headmaster and members of the Senior Leadership Team to ensure that all aspects of College life run smoothly. Their unstinting support of the College is highly valued by the staff and students.

The work of the Governing Body is varied and requires a broad set of skills and qualities. The College currently benefits from the expertise of individuals with skills in education, finance, business development, construction, healthcare, law, property, marketing and fundraising.

A small number of Governors are also parents. To wear both of these hats successfully requires great skill and determination! To help support our Governors who are also parents of students at the College, it is essential that the parent body at large recognise the challenging nature of their role and refrain from approaching a Governor directly with a concern or complaint. All concerns relating to students should always be shared with the relevant member of teaching staff in the first instance. It is not the role of a Governor to make representation to the College on behalf of another family as this is likely to result in a conflict of interest. Thank you for your cooperation on this matter and your support of our Governing Body.

A full list of the Governing Body can be found on the School website. www.ratcliffcollege.com

Section 1h - General Information

Parents' Complaints Procedure

Parents' Complaints Procedure

Ratcliffe College welcomes suggestions and comments from parents, and takes seriously complaints that are raised. The following stages show you how to use our complaints procedure.

We wish to ensure that:

- parents wishing to make a complaint know how to do so
- we respond to complaints within a reasonable time, and in a courteous and efficient way
- parents realise that we listen and take complaints seriously
- we take action where appropriate.

Scope and application

This policy applies to the whole school including the Early Years Foundation Stage (EYFS).

This procedure applies to parents current students of the School. It does not apply **retrospectively** to parents of students who are no longer at the School unless the complaint was initial raised when the student was registered at the School.

A complaint will be treated as an expression of dissatisfaction however made about actions taken, or a lack of action, by the School where the parent seeks action by the School.

This policy does not apply to exclusions, to which the School's Exclusion Policy review procedure applies.

Requests for financial awards, such as claims for compensation, damages or fee refunds, are beyond the scope of the School's complaints procedures. All parents should be aware that regardless of the nature of a complaint and whether or not it is upheld, parents are not entitled to details of any related sanctions imposed on staff, students or parents.

A hard copy of this policy may be requested from the school Reception.

Section 2a - Pastoral Care Arrangements

Introduction, Aims & Implementation

Introduction

Pastoral care at Ratcliffe College reflects the aims of the School's Mission Statement. We aim to create a community which recognises each individual as a unique part of God's creation, nurtures in each a sense of dignity and self-worth, and fosters supportive and caring relationships. We seek to help our students develop their God-given talents and potential and enable each to become a confident, responsible and useful member of society.

The pastoral care system operates inside and outside the classroom to support both students and staff so as to ensure that everyone can 'Learn and Grow in the Light of the Gospel'.

Aims of Pastoral Care

- To give all students the experience of School as a well ordered, caring Christian community where relationships are open and friendly, warm and supportive, so enabling students to develop their potential;
- To safeguard and promote the welfare, health and safety of students in School and in activities outside of School;
- To ensure that every individual is known and valued; that achievement, widely defined, is encouraged and rewarded as a means of promoting self-image and a sense of worth;
- To encourage self-discipline and good behaviour and to prevent poor discipline through vigilance, understanding and encouragement; to correct indiscipline with justice and compassion;
- To attempt to live by and promote the teaching of our Lord and his Church concerning faith and moral living through collective and individual prayer and worship, and the example of the whole School community.

Implementation

This section gives details of the ways in which the School puts the aims of its Pastoral Care Policy into practice.

- The School implements, monitors and reviews the following policies which contribute to the welfare, health and safety of everyone in the School which can be found on the School website www.ratcliffecollege.com
 - Anti-Bullying & E-Safety
 - Safeguarding & Child Protection
 - Mobile Phone & Electronic Devices Policy
 - Trips and Visits
 - Behaviour, Rewards and Sanctions
 - Health and Safety including Fire Safety, First Aid and Medical
- The welfare, health and safety of boarding students are addressed both through whole School policies and with specific regard to the National Minimum Standards for Boarding Schools.

Section 2a - Pastoral Care Arrangements

Introduction, Aims & Implementation

- Each section of the School has a pastoral structure appropriate to the age of the students.
- The spiritual, moral, social and cultural development of students is provided through the pastoral structure, the Chaplaincy programme, the PSHCE programme and academic subjects.
- Students and their parents are given information about the pastoral care arrangements through the following annual publications:
 - Parents' Information Handbook - for parents
 - Boarding Information Handbook – for parents and students
 - Sixth Form Information Handbook – for parents and students
 - GCSE Information Handbook – for parents and students
 - Sixth Form Handbook – for students
 - Student planner (Years 1 - 13)
- Staff new to the School are given guidance on pastoral care as part of their induction programme. Detailed information concerning pastoral care, including whole School policies, is contained in the Staff Handbook which is distributed to all staff. Non-teaching staff are made aware of the Anti-Bullying Policy and the Safeguarding & Child Protection Policy.
- Staff are given the opportunity for professional development in pastoral care.
- Each student is allocated a class Teacher/form Tutor.

Section 2a - Pastoral Care Arrangements

Implementation of Pastoral Care

- Good behaviour is promoted among students through a system of rewards, and students are made aware of sanctions that are adopted in the event of misbehaviour.
- Staff are appropriately deployed to ensure proper supervision of students.
- Students are given support and guidance through a co-ordinated approach in a range of settings: subject teaching, tutorial meetings and other specialist guidance (e.g. careers and PSHCE) by Form Tutors, Heads of Year, Housemaster/Housemistress and class Teachers.
- All staff and students from Year 1 to Year 13 are allocated to one of four Houses, which give an identity to the students across Year groups and encourage involvement in activities and competitions.
- The telephone number, together with other helpline numbers including how to contact the lighthouse and counsellors are displayed in various locations around the School.
- Students can put forward their views at meetings of the School Council, Boarding Council, Teaching and Learning Review Meetings, E-Safety Committee, Anti-Bullying Committee and Food Committee where representatives chosen by their peers are invited to submit items to the agendas.
- A student complaint procedure exists when difficulties cannot readily be resolved by normal departmental, Class Teacher, Form Tutor, Head of Year or Housemaster/Housemistress routes.
- Relevant information regarding students is provided for teachers by the Registrar (new students), the Special Educational Needs Co-ordinator, Heads of Year and Housemaster/Housemistress. This information is circulated to the appropriate teaching staff and Form Tutor. Each student has a file, located in the Headmaster's office, containing pastoral and academic information.
- Class Teacher, Form Tutors and subject teachers, Heads of Department, Heads of Year and Housemaster/Housemistress have responsibilities for monitoring the academic progress of students.

Section 2a - Pastoral Care Arrangements

‘Student Voice’

Preparatory School Council

Pupils in the Preparatory School are given opportunities to express their views on School matters. Two members from each class represent the views of their class at the Preparatory School Council, which meets at least six times a year. Pupils are chosen by their peers and are encouraged to submit items for the agenda. The Council is attended by the Deputy Head of the Preparatory School. Minutes of meetings are circulated and action is taken, wherever reasonably possible to do so, in follow up to points made by pupils.

Pastoral Lunches

Once a year, two pupils from each class in the Preparatory School or six students from a Year Group in the Senior School are invited to attend a special lunch. Students will be asked for their feedback on different aspects of School life. These include the curriculum and co-curricular areas, as well as their general sense of wellbeing at School.

Student Councils and Committees

Students at Ratcliffe are given regular opportunities to express their views on School matters. The School Council includes representatives from all Years in the Senior School. Students are chosen by their peers and they are encouraged to submit items for the agenda.

The School Council is chaired by the Deputy Head Pastoral and attended by the Director of Finance. There is a separate Boarding Council which meets with the Assistant Head and the Housemaster and Housemistress to discuss boarding matters. There is also an E-Safety Committee which meets regularly to discuss matters relating to mobile and online technology. This meeting is chaired by the Deputy Head Pastoral. The Food Committee meets once per half term to review and sample new menu choices and is chaired by the Senior Deputy Head. Students are also encouraged to reflect upon their lessons and provide feedback to the Assistant Head Academic in Teaching and Learning Review Meetings.

Minutes of meetings are circulated and action is taken, wherever reasonably possible to do so, in follow up to points made by students. The School Council and the Boarding Council meetings are held once per half term throughout the School year.

Section 2a - Pastoral Care Arrangements

Pastoral Organisation

Nursery Staff	Contact Number for Nursery Staff: 01509 817088
Head of Nursery and Swans Class Teacher	Miss R Green, BSc, PGCE
Swans Class Teacher (Part-time)	Mrs S Neuberg, BA, PGCE, AMBDA
Cygnets Lead Teachers	Miss C Jeyes, NNEB & Miss N Langton, BA and Mrs S Owen, BA
Nursery Assistants	Miss R Lott, Miss E Angus and Miss E Lacey

Preparatory School Staff	Contact Number for Prep Reception : 01509 817010
Head of Preparatory School	Fr. C Cann, MA, BA Cert Theol
Deputy Head of Preparatory School	Mrs J Cartwright, MA PGCE
Year 1	Mrs D Grant, BEd
Year 2	Miss C Llewelyn, BA PGCE,
Year 3	Mrs N Gilchrist, BEd and Mr D Turner, BEd
Year 4	Mr A Ferrari, BSc, PGCE and Mrs L Wetton, BSc PGCE
Year 5	Mr D Kent, BA, PGCE, Mrs G Southwell, BSc PGCE and Mr P Enoux, BA
Year 6	Mr J Finn, BA PGCE, Miss B Stanley, BA , PGCE and Mr B Plummer BSc PGCE

Preparatory School - Additional Teaching Staff

Aftercare Assistant	Mrs A Leake
Music Teacher	Mrs M Markham, BA, PGCE
Learning Support Specialist Teacher	Dr C Latham, BSs, MSc, PhD, PGCE
Head of Preparatory School Sport	Mr W Faulconbridge, BEd

Some classes/subjects are also taught by Senior School teachers as appropriate.

Teaching Assistants	Mrs L Finn, Mrs S Wereszczynski, Mrs J Senavirathna-Yapa, Mrs R Deacon, Mrs A Leake, Mrs N Zimmermann, Miss C Croxall and Mrs M Karanja.
Preparatory School Admin	Mrs R Thorley
Preparatory School Admin	Mrs K Curtis

Section 2a - Pastoral Care Arrangements

Pastoral Organisation

The Heads of Year for 2019/2020 are as follows:

Senior School Staff	
Head of Year 7	Mr P Rogers
Head of Year 8	Mr E Woodcock
Head of Year 9	Miss A Corbinzolu
Head of Year 10	Mr M Jones
Head of Year 11	To be confirmed
Head of Year 12	Mr P Spencer
Head of Year 13	Mr M Newman

At the time of writing, the respective Form Tutors in each Year Group are still being finalised. Details of the full list of Senior School Form Tutors will be sent to parents at the end of the Summer Term 2019.



Section 2a - Pastoral Care Arrangements

Spiritual and Moral Development

Spiritual and Moral Development

The School provides opportunities for spiritual and moral development in many ways. There is an extensive spiritual programme, which is delivered through daily acts of collective worship such as Masses, assemblies and prayers. A weekly spiritual theme runs through these acts of collective worship which also provide an opportunity to celebrate the success and achievement of students at the School. It is expected that all students of all faiths attend Masses and services. Concepts of morality and the need to make the right decisions are reinforced regularly through the spiritual programme.

There is compulsory religious education in the curriculum for all students. The Nursery, Preparatory and Senior School schemes of work identify the ways in which the teaching of subjects promotes the spiritual, moral, social and cultural development of students.

Students' spiritual development and their moral education are also developed by the way in which we live and operate as a School community. Great emphasis is placed upon Gospel values, on the quality of relationships, on helping, caring and support each other.

Preparatory School

The Preparatory Chaplaincy Team is a popular group which celebrates the talents of pupils by contributing to liturgical and other activities through music, dance and readings, and which helps to raise money for charitable organisations, for example by running a cake stall.

Senior School

Outside the classroom, opportunities are provided for students who wish to be prepared for First Communion and Confirmation at School. The Senior Chaplaincy Group celebrates the talents of students by contributing to liturgical and other activities through music, drama and readings. Students can volunteer to be altar servers or contribute in other ways to liturgies such as at the offertory or as readers. Students in Years 7 and 8 make a residential retreat, following a sequential program. Year 7 visit the Briars Residential Centre in Crich, and Year 8 students visit Alton Castle. The College Chapel is open for reflection and prayer throughout the School day, and the Sacrament of Reconciliation and Mass are offered weekly during lunchtime. Father Philip and Miss Hall are available for students should they wish to discuss matters of faith.

The PSHCE programme contains many strands which deal with moral issues, through discussions in tutor groups and through visiting speakers.

Older students volunteer to help with an annual HCPT pilgrimage to Lourdes. The Mother Teresa co-workers group collects items to send abroad. A St Vincent de Paul group, currently operating in Year 9, offers voluntary service to help staff and children in the Preparatory School and the Nursery. The School raises money for charity through 'own clothes days', fasts, sponsored activities and collections.



Section 2a - Pastoral Care Arrangements

Personal and Social & Emotional Development

Personal, Social, Health & Citizenship Education

Through the Early Learning Goals, Personal, Social, Health and Citizenship Education (PSHCE), is delivered to all children.

PSHCE supports the School's Mission Statement in the following ways:

- PSHCE raises the self-esteem of children, valuing and building upon the ideas of the young people themselves. It accepts that we are all different, yet all are equally valued: it encourages young people to consider the consequences of their own actions.
- PSHCE ensures that the children will develop the skills, knowledge and attitudes which enable them to take control of their own lives and remember their responsibility to others.
- PSHCE is reflected not only through the taught curriculum but also through our expectations; code of behaviour; relationships between children, between staff and between staff and children; the physical environment (classrooms and corridors are aesthetically pleasing and well cared for); and a wide range of extra-curricular experiences.

A range of teaching and learning styles are used. Emphasis is placed on active learning, including the children in discussions, investigations and problem solving activities. Within classes, children are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. Differentiated activities ensure work is provided for a range of abilities. Language development is encouraged throughout with planned opportunities for discussion, observation and reporting. Progression and continuity are provided by a clear and easy-to-follow structure throughout the scheme.

The programmes of study which are followed in the classroom are enhanced and enriched by all the experiences which are a feature of any child's life at Ratcliffe College.



Section 2a - Pastoral Care Arrangements

Personal and Social Development

The programmes of study delivered in Personal, Social, Health and Citizenship Education (PSHCE) lessons, allied with the experiences and opportunities available to students, contribute to their overall personal and social development.

The PSHCE programme supports the School's Mission Statement in the following ways:

- PSHCE raises the self-esteem of students, valuing and building upon the ideas of the young people themselves. It accepts that we are all different, yet all are equally valued: it encourages young people to consider the consequences of their own actions.
- PSHCE ensures that the students will develop the skills, knowledge and attitudes which enable them to take control of their own lives and remember their responsibility to others.
- PSHCE is reflected not only through the taught curriculum but also through our expectations; code of behaviour; relationships between students, between staff and between staff and students; the physical environment (classrooms, common rooms, boarding areas and corridors are aesthetically pleasing and well cared for); and a wide range of co-curricular experiences.

An overview of the Yearly Programme for PSHCE in the Preparatory School is published on the School website.

In order to help children make informed choices, we invite the Leicestershire Life Education Centre to visit in the Spring Term. This helps us to build a programme to help children care for their bodies. In Years 5 and 6, this also supports our drugs education policy. We feel it is important that our young people have the opportunity to develop their knowledge and understanding in this area. We look to develop skills to enable children to make health-promoting choices and to cope with situations where they may be at risk – an essential part of their education. Nearer to the time, a letter is sent to parents to inform them.



Section 2a - Pastoral Care Arrangements

Personal and Social Development

Personal and Social Development

The School has a Personal, Social, Health and Citizenship Education (PSHCE) programme, which supports the School's Mission Statement in the following ways:

It raises the self-esteem of students, valuing and building upon the ideas of the young people themselves. It accepts that we are all different, yet all are equally valued: it encourages young people to consider the consequences of their own actions.

It ensures that students develop the skills, knowledge and attitudes which enable them to take control of their own lives and remember their responsibility to others.

It is reflected not only through the taught curriculum but also through our expectations; code of behaviour; relationships between students, between staff and between staff and students; the physical environment (classrooms, common rooms, boarding areas and corridors are aesthetically pleasing and well cared for); and a wide range of extra-curricular experiences.

Details of the School's PSHCE programme are available on the School website www.ratcliffcollege.com via the Parent Portal.



Section 2a - Pastoral Care Arrangements

School Assemblies, Religious Services & Charity

	Monday	Tuesday	Wednesday	Thursday	Friday
Nursery (Swans)	Nursery Assembly	Chaplaincy Assembly (Swans)	Class Time	Prep School Assembly (Swans)	Achievement Assembly
Preparatory School	Sing Praise!	Chaplaincy Assembly	Class Time	Preparatory School Assembly	Achievement Assembly
Senior School	Headmaster's Assembly	Tutor Time	Year/House Assembly	Tutor Time	Chaplaincy Assembly/ Music & Worship

Religious Services

Mass is celebrated during the week in the College Chapel. Throughout the academic year, the whole School community celebrates important Liturgical Feast Days, which all students are required to attend. Night Prayers take place each evening for boarders. Boarders who are in School at the weekend to attend Sunday Mass at 9.30am; all students and their families are welcome to attend.

Twice a year (during Advent and Lent), there are days of Prayer and Reconciliation, which all students are encouraged to attend. Any member of the Chaplaincy Team may be approached at any time for guidance, or a chat. Students are encouraged to use the Lockhart Garden or Peace Garden during break time and lunchtime as an area for quiet meditation. During the course of the year, each Religious Studies teaching group will celebrate a 'Class Mass' during one of their Religious Studies lessons. There are special 'Year Masses' for students at the end of Year 11 and at the end of Year 13.

Parents wishing their son/daughter to be Baptised, and/or make their First Holy Communion or Confirmation, should contact the School Priest via main School Reception.

All students are encouraged to assist in the liturgical life of the School.

Charity

Ratcliffe College, through its foundation, Mission Statement and ethos, is committed to acts of charity through service to others and fundraising for appropriate causes. There will therefore be occasions during the year when students are asked to contribute time and/or money to help others less fortunate than themselves. We ask that parents support their children as best they can if charitable requests are made, for example: Casuals Days, where students pay to wear their own clothes; supplying a shoe box of small items at Christmas for children overseas who would not otherwise receive gifts; cake sales and coffee mornings; the Chaplaincy Group's Fair Trade stall and the Parents' Association Spring Fair. Details of all such events are sent to parents either in the half-termly mailings or in separate letters as appropriate.

Section 2a - Pastoral Care Arrangements

Equal Opportunities, Electrical Safety and Lockers

Equal Opportunities

Ratcliffe College aims to prepare children for life in the wider community. We seek to promote positive attitudes and behaviour in a society where no one should suffer discrimination on issue of gender, ability, disability, race, religion, cultural background, linguistic background, or sexual orientation.

Electrical Safety

All electrical appliances in the School are annually tested for electrical safety. Inevitably, students bring their own appliances, such as laptop computers, into School and use the mains electricity supply. In order to fulfil our safety regulations all appliances brought into School must either PAT test certificate or appliances must have a circuit breaker placed between them and the mains power outlet. Circuit breakers can be obtained from any DIY outlet or electrical supplier. The School reserves the right to confiscate any electrical items that do not conform to the required safety standards.



Lockers and storage of PE kit/sports equipment

A locker is provided for all students. All lockers have their own keys. Students will be given a key at the start of the year. Students must take responsibility for their own locker and make sure that their possessions are properly secured, including their mobile phones where appropriate. A minimum charge of £5.00 will be made to replace lost keys. Tutors will carry out locker inspections during the course of the year to ensure that they are being used appropriately.

School bags, books and files should be safely stored in your son's/daughter's locker and only the books required for each lesson or pair of lessons should be carried with them. Students are able to access their lockers every day at times set out below to re-organise. Students have ample opportunity to organise their academic books and files during the School day:-

Sports bags and bag racks

Before School	- 8.00am to 8.25am
Morning registration	- 8.25am - 8.30am during tutor time or 8.25am - 9.00am when there is not an assembly
Break time	- 11.00am - 11.20am
Lunchtime	- 1.15pm - 2.15pm
After School	- 4.10pm - 4.40pm

Students in Years 7 to 11 have been allocated bag racks both external and internal, which they are to use on days that they have their sports bag in School if their locker is full. **Please can you remind your son/daughter that their sports bag must be taken home every day and not left in School overnight.** The School cannot be held responsible for the safety and security of a bag left overnight at School. Furthermore, sports kit may be needed to be washed or changed, depending on what kit is required.

Section 2a - Pastoral Care Arrangements

Lost Property, Money & Personal Belongings

Lost Property

Preparatory School

Please encourage your child to take care of personal possessions. Unnamed and unclaimed items are displayed on the last afternoon of each half term to allow parents an opportunity to recover what their children may have lost. All remaining unclaimed items will eventually be given to charity. **We strongly recommend that all personal items are named.**

Children are not allowed to bring mobile phones or musical equipment such as iPods into School. If parents wish their child to have a mobile phone in School, for example if a pupil is travelling on a School bus, please contact the Head of Preparatory School to request permission to do so. On arrival at School, the pupil must give the mobile phone to their Class Teacher who will return it at the end of the School day.

Senior School

Property will sometimes be misplaced. Whenever property is found it should be handed over to the School's care at the Housekeeper's office. A record is kept of all items handed in. Items of clothing will be passed to the laundry and, time permitting, will be cleaned. The Housekeeper, Miss M Philips, will store other items. If a student loses property, they should report it to the Housekeeper's office, which is open daily for this purpose from 1.15pm - 1.45pm.

Students can visit the Housekeeper's office or the laundry in order to claim lost items. Unclaimed named items are collected together each half-term and given to the appropriate Head of Year for distribution. Unnamed and unclaimed items are displayed termly outside the laundry so that students can reclaim lost items. Parents are asked to contact the Housekeeper if they know that specific items are missing. All remaining unclaimed items will eventually be given to charity at the end of each term.

Personal Property

All personal property including clothing, shoes, sports kit, calculators, mobile phones, iPods other equivalent items, etc. (Senior School only), must be clearly marked with the student's name and RC number. Cloth label tapes on clothes must be sew-in not iron-on. We do not advise the use of marker pens on clothing items. **It is inadvisable to bring any expensive items to School. They are not covered under Ratcliffe's insurance and we cannot be held responsible for loss, damage or theft of personal property.**

Section 2b - Pastoral Care Arrangements

Anti-Bullying



Anti-Bullying

Although incidents of bullying do not occur often at Ratcliffe, it is vital that all students feel safe and free from harassment in the school environment. It is equally important that students, parents and staff feel secure in the knowledge that any report of an incident of bullying is treated with the utmost seriousness by the school. The School's Anti-Bullying Policy and Mobile and Electronic Devices Policy, alongside other pastoral policies with regard to behaviour management and rewards and sanctions, assists in achieving the aims of the School's Mission Statement.

The School does not tolerate bullying of any kind and has a robust anti-bullying policy which can be accessed on the School website www.ratcliffecollege.com.

The School marks Anti-Bullying week in November and World Safer Internet Day in February with special assemblies, PSHCE lessons and tutor time dedicated to these important issues.

The Schools Anti-Bullying Committee meet termly and is chaired by the Anti-Bullying Champions. All aspects of the Anti-Bullying agenda are discussed to promote the message to the whole School Community. Ratcliffe are proud to have achieved the Beyond Bullying Award accredited by County Hall as a reflection of our commitment to Anti-Bullying.





Section 2c - Pastoral Care Arrangements

Safeguarding and Child Protection

The School has a detailed policy with regard to Safeguarding and Child Protection. Below is a summary of the rationale and aims of the policy only. Further details are available on request from the Deputy Head Pastoral, who also acts as the Designated Safeguarding Lead or can be accessed on the School website www.ratcliffecollege.com.

Although incidents requiring the implementation of the Safeguarding and Child Protection Policy are very rare at Ratcliffe, it is vital that all staff, both teaching and support staff, are fully aware of the School's policy and of the action they should take if a child protection situation arises. The Safeguarding and Child Protection Policy, as part of the School's pastoral care, assists in achieving the aims of the Mission Statement.

Aims

The aims of the Safeguarding and Child Protection Policy are:

- To create a happy, well-ordered and caring community;
- To raise awareness among all staff, both teaching and support staff, about issues relating to child protection;
- To inform staff about the actions they should take if a child protection situation arises.

Safeguarding pupils on activities outside School

The School has a detailed policy with regard to safeguarding pupils on activities outside School. Further details about the policy are available on request from the Deputy Head Pastoral, who is also the School's Educational, Trips and Visits Co-ordinator, or can be accessed on the School website www.ratcliffecollege.com.

Useful Telephone Numbers

The following telephone numbers are also posted around the school in case any pupil wishes to make use of them:

	Social Services	0116 253 1191		Samaritans	08457 909 090
	Ofsted	08456 404 045		Kidscape	08451 205 204
	Drug Helpline (11 to 19 years olds) New Direction	0800 776 600		Bullying Intervention Training	08451 205 204
	Alcohol Helpline	0116 222 9559		Zap Assertiveness Training	08451 205 204
	Eating Disorders Association – Youthline – BEAT	08456 347 650		Childline	0800 11 11
	Bereavement care – Youthline	08088 081 677			

Section 2c - Pastoral Arrangements

School Trips & Visits Policy

The School has a Trips and Visits Policy which can be found on the School website www.ratcliffecollege.com. The Deputy Head Pastoral is the Educational Visits Co-ordinator (EVC) for the School and parents are asked to contact him if they have any questions or comments regarding School trips and visits.

Throughout the School year all children across the School have the opportunity to experience topic related trips and visits and the cost will be added to the termly fees. There may be day trips or larger residential trips (Preparatory School and Senior School only).

Parents will be sent details of trips and visits in advance and prior consent will be sought for all trips. We expect all Preparatory School children to attend the residential trips offered in Years 3, 4, 5 and 6 as they form a valuable part of the curriculum.



Section 2d - Pastoral Care Arrangements

Medical Department

School Medical Officer: Dr T.R. Jennings MB, BS, MRCP, DRCOG

Sisters Debra Warburton RGN
Bridget Lawden RGN

The School community enjoys a well equipped Medical Department, available to all pupils throughout the term, and which has medical cover 24-hours a day. Our caring team of Dr Jennings Sister Debs & Sister Bridget work very closely with pupils and staff alike to ensure that everyone receives any help, care and support which they may need. The Medical department and designated Year 13 students also offers a Samaritan Listeners service as well as an Independent School Counselling service

If parents require further details or wish to discuss any aspects of their child's health during their time at School, please do not hesitate to contact the Medical Department directly on 01509 817016.

The Medical Department is situated in the main school building, opposite the refectory . It has a holistic approach to care & this includes providing the daily medical care for the whole school community, ensuring a safe & caring environment is provided, be this in a physical or emotional capacity It consists of a treatment room, an office and two bathrooms, as well as six beds within three bedrooms where children can be rested and observed when unwell.

There are two qualified nurses who staff the Medical Department from 8.00am to 7.00pm Monday to Thursday and 8.00am to 6.30pm on a Friday. There is a nurse on duty on a Saturday to coincide with sports fixtures and at all other times there is a nurse on call.

The School's Medical Officer is Dr Tim Jennings. His main surgery is at Syston Health Centre, but he or a member of the practice team visit the School on Tuesday and Thursday mornings to see any full time boarders, who are all registered with the surgery. If a boarding pupil wishes to consult a female doctor an appointment can be arranged.

Arrangements for full time boarders to see the Dentist, Orthodontist, Optician or attend hospital appointments can be made & the student will be accompanied by a member of staff.

The nursing staff will treat day pupils for minor ailments/illness which may arise during the school day, but it is expected that all routine medical matters are dealt with by a day pupil's own GP. It is also expected that parents of day pupils who have existing medical problems requiring long term medication or bandages/dressings whilst they are at School supply what is required.

If a child becomes ill whilst at School and the duty nurse feels it necessary for them to go home, parents will be contacted by the duty nurse and asked to collect their child from School. A child must **not** make their own arrangements to go home without having been to the Medical Department.

Parents are asked to complete a form of medical declaration for their son/daughter on entry to the School. The form asks about significant past and current medical problems, any known allergies, immunisation dates and any information of present medical treatment the child is receiving. **Parents are asked to include as much information as possible to enable a comprehensive record to be maintained.**



Section 2d - Pastoral Care Arrangements

Medical Department

If, at any time, there are changes in a child's health, for example, they develop a medical condition, health problem or allergy, the Medical Department **MUST** to be informed. Likewise, if a child has an accident and is either in a plaster cast, or on crutches parents **MUST** inform the Medical Department immediately, in writing, so that the child's records are always up to date and any care/treatment needed can be given.

Relevant medical information is kept in the Medical Department, but both teaching and support staff are informed of any specific information they may require if it is considered to be in the pupil's best interests or necessary for the protection of other members of the school community. Such information will be given and received on a confidential, 'need to know' basis. Parents and pupils are asked to complete a confidentiality form to allow medical information to be shared.

Administration of Medicines

All personal medication **MUST** be kept in the Medical Department. The nursing staff are able to administer both prescribed and non prescribed medication. Pupils needing to have medication during the school day must **not** keep it with them (other than an inhaler). It must be handed in to the nursing staff. **Parents are requested to bring the required medication in its original container, clearly marked with the child's name on it, to the Medical Department or hand it to a member of staff in the Nursery/Junior Preparatory School and complete a consent form.** Where this is not possible, then a letter giving consent, should be sent to the nursing staff giving the details of the dose of medication required, the time and the reason the medication is being giving.

Medication can not be administered with out this.

If a child has prescribed medication such as an Epipen or Asthma inhaler, we ask that one is provided to be kept in the Medical Department and replaced as needed.

Routine vaccinations are available for both boarders and day students. The Medical Officer strongly advises pupils to have the influenza vaccine, which is offered annually, as in a boarding school environment infections can spread rapidly. The Medical Department contacts parents annually for consent to administer the influenza vaccine.

The Leicestershire Immunisation team come into school to administer all routine vaccinations

In the event of a child having diarrhoea and/or vomiting, the child must not return to School until 48 hours after the last episode of diarrhoea or sickness. If a child has tonsillitis or conjunctivitis we ask that they have had prescribed medication for 48 hours before returning to School. If a child contracts an infectious condition, parents are asked to inform the Medical Department in writing before their child returns to School.

Off Games

Parents of day students in Years 7-10 must send a letter to the Medical Department if they wish their child to be excused from Games. Students in Years 11-13, if not able to do games, need to have a letter from parents, explaining why, and present this to the Director of Sport prior to their games lesson. Sports kit still needs to be brought into School. If a problem is long term, a letter from the GP will be required.



Section 2d - Pastoral Care Arrangements

Accidents - Nursery

Accidents - Nursery

We keep a record of all accidents, however minor, in the Nursery Staff Room. Most minor accidents can be dealt with in the Nursery, by Nursery staff who have a Paediatric First Aid Certificate. Parents will be required to sign and date the accident form acknowledging the first aid treatment given on the day of the accident. If a more serious accident occurs, treatment is given by the qualified nursing staff in the Medical Department.

If a more serious accident occurs, parents will be contacted immediately. If it is necessary for a child to go to hospital then a familiar member of staff will accompany him/her and will remain with your child until you arrive.

Toileting accidents are also recorded. Parents' will be required to sign and date a toileting form, if an accident of this nature should occur.

Section 2e - Pastoral Care Arrangements

Behaviour, Rewards & Sanctions

Introduction

The effective functioning of the School can only be achieved by developing a culture of co-operation and consideration. The Ratcliffe College 'special atmosphere' and ethos have been created through an approach of combining firm discipline and high expectations with encouragement, praise and motivation; this combination is essential in order that pupils and staff can work together in a happy, positive environment.

Rewards

Behaviour is improved more effectively through a coherent system of positive reinforcement than negative punishment. We wish to avoid spending time and energy on those who misbehave, at the possible expense of neglecting those many pupils who are meeting or exceeding the School's expectations. By rewarding good behaviour the School is modelling the standards expected from everyone.

Every opportunity is therefore taken to reward both pupils' achievement and their good behaviour. This may be through direct praise from a subject teacher or more formal recognition in a Year group or School Assembly. Pupils' work is celebrated through displays within subject areas and also around the School.

Sanctions

The School's discipline is firm and caring with a strong emphasis on trust, courtesy and consideration. Incidents of poor behaviour do not occur often. Usually, any problems are checked by a word quietly administered and every effort is made to maintain the generally excellent relationships between staff and pupils, and between the pupils themselves.

Pupils are expected always to show good manners, be courteous, well turned out, punctual and reliable in fulfilling their obligations. Pupils are asked to pursue their own goals with enthusiasm but with respect for others. They are asked to treat others with sympathy, understanding and tolerance. They are asked to respond positively to the demands that community life places upon them.

There is a clear policy and strategy for dealing with discipline problems.

Section 2e - Pastoral Care Arrangements

Behaviour, Rewards & Sanctions

Rewards and Sanctions Nursery

Rewards

The Nursery Staff are fair and consistent in the system of rewards so that the children recognise that efforts in all areas of learning are valued and rewarded.

We reward children in the following way

- Stickers - Nursery staff and lunchtime supervisors use stickers regularly to praise good effort, work and polite manners.
- Star of the Week - Each week one child from each class is selected as 'Super Star of the Week'. The award is given to a child who has worked hard in any of the seven areas of learning. The child receives a certificate, which they are able to take home and keep.
- We like to share proud moments in the children's learning, both at home and at school. In the entrance hall there is a display that we invite parent's to also add 'wow' moments from home to help celebrate these achievements.

Sanctions

If we feel a child is behaving inappropriately the Nursery has a clear policy for dealing with such behaviour. In the first instance, a problem is dealt with by the Class Teacher/Nursery Assistant, but is referred to the Head of EYFS if necessary. Parents are informed and the appropriate action is discussed.

Sanctions to Impose

- Redirection to another activity
- Time out for 3 minute
- Time out for 5 minutes
- Parents informed of behaviour, and an appropriate strategy agreed.

Section 2e - Pastoral Care Arrangements

Behaviour, Rewards & Sanctions

Preparatory School (Years 1 - 6)

Ratcliffe College Preparatory School aims to foster a supportive and caring Christian community, where all pupils, visitors and staff feel welcomed, valued and safe. This is achieved through all members of the community working together to uphold our Code of Practice. The Ratcliffe College 'special atmosphere' and ethos have been created through a consistent and dedicated approach, combining firm discipline and high expectations with encouragement, praise and motivation. We work together promoting Gospel values to foster this joyful and positive environment for teaching and learning.

Code of Practice

'Live, Love and Learn like Jesus'

We thank God for our individual gifts and talents and try to use them to the best of our ability and for the good of others.

We respect each other in our thoughts, our words and in our actions.

We are sorry when we make mistakes and are ready to learn from them and put things right.

We honour the good name of our school and celebrate each other's achievements.

Section 2e - Pastoral Care Arrangements

Behaviour, Rewards & Sanctions

Rewards

We strongly promote the rewarding of positive behaviour and encourage this by providing good role models and clear boundaries.

We reward the pupils in a number of ways:-

1. House points – pupils receive merits for any positive behaviour either personally or academically.
2. Pupil of the Week– teachers nominate a start pupil of the week and this is awarded in our 'Awards Assembly'.
3. Headmaster's Commendation – teachers can nominate pupils for this award if they have done a particularly impressive piece of work. This is displayed for everybody to see and awarded in assembly.
4. Stickers – teachers use stickers regularly in pupils' books to praise good effort/work. This system is also used by those supervising playtimes and lunchtime.
5. Golden Time – each teacher uses their own strategy of applying golden time to best suit their cohort. For the younger classes this is weekly but for KS2 this is awarded as and when is appropriate.
6. Out of School achievements – we encourage parents and pupils to communicate any out of School achievements to us so this too can be recognised in our community.

Section 2e - Pastoral Care Arrangements

Behaviour, Rewards & Sanctions

House points – are given for outstanding work/contributions in class, special effort (including within prep), service to others, for representing the School with distinction and for any behaviour worthy of commendation. These must be beyond what is normally expected from the individual pupil.

As the pupils collect house points, they receive an award:

100 house points = 1st Certificate of Merit

200 house points = 2nd Certificate of Merit

300 house points = 3rd Certificate of Merit

400 house points = Merit Badge

500 house points = Merit Shield

600 house points = Merit ‘Super’ Shield

Pupil of the Week – Each week a pupil is nominated from each class to be ‘Pupil of the Week’. This could be given for good work all week, an individual achievement in an aspect of School life or making a good improvement in a certain area. It may be given also for completing all preps to a high standard or for playing considerably/co-operatively all week in the playground.

- Individual pupils may receive stickers, for example for good behaviour, helping others or for eating well at lunchtime.
- Within a class, each Class Teacher also has their own rewards in place, and these are awarded at the teacher’s professional judgement.
- The School also acknowledges all the efforts and achievements of pupils out of School and due praise is given accordingly when the School is notified.
- At the annual Preparatory School Prize Day, pupils receive prizes for effort, progress and achievement in the classroom and for success in extra-curricular activities.

Section 2e - Pastoral Care Arrangements

Behaviour, Rewards & Sanctions

Sanctions

The Preparatory School employs a number of sanctions, in line with the Preparatory School's Code of Conduct, to help ensure a kind and caring learning environment. We employ each sanction appropriately to each individual situation as determined by the member of staff dealing with it. Each member of staff is responsible for the management and discipline of their own class, in accordance with our aims and policies.

The following sanction or combination of sanctions may be given:

- Removed from an activity/redirected to a different activity
- Asked to re-do a piece of work
- Lose a house point
- Miss playtime(s) and complete an alternative task
- Write a letter or apology to all concerned (signed by a parent where appropriate)
- Complete a self-reflection form and discuss with an adult at School
- Carry a behaviour report and ask teachers to complete at the end of each lesson/day, to be monitored by the class teacher and reviewed by parents weekly
- Asked to report to the Deputy Head of the Preparatory School and serve a lunchtime detention. In this case, parents will be informed.
- Year 6 pupils to abide by Senior School rules when in the Senior School.

For more serious offences;

- Asked to report to the Headmaster of the Preparatory School

In exceptional circumstances, a pupil may be suspended from School by the Head of the Preparatory School for a fixed duration or may be required by the Headmaster of Ratcliffe College to leave the School.

Further information about the School's sanctions is contained in the Parent Contract.

Section 2e - Pastoral Care Arrangements

Behaviour, Rewards & Sanctions

Rewards

Behaviour is improved more effectively through a coherent system of positive reinforcement than negative punishment. There is often an injustice in the amount of time and energy spent on those who misbehave, while students who are meeting the School's expectations may risk being neglected or having their efforts unrecorded. By rewarding good behaviour, we are modelling the standards expected from everyone.

Every opportunity is therefore taken to reward both students' achievement and their good behaviour. This may be through direct praise from a subject teacher or more formal recognition in a year group or School assembly. Students' work is celebrated through displays within subject areas and also around the School. Students who achieve good Studies Grades or whose grades show significant improvement, receive a congratulatory letter from the Deputy Head Academic. Heads of Year also organise celebratory teas for similar groups of students following Studies Grades. Students who have made significant improvement, attained highly within their cohort or who have demonstrated consistently high levels of effort are also invited to a special celebratory lunch with the Headmaster. At the School's annual Exhibition Day students receive prizes for achievement in academic subjects, for having consistently good effort grades and for success in co-curricular activities.

A merit and excellent points system is used for all students in the Senior School and the Preparatory School (Years 1 - 6).

Merits

Students in Years 7-9 are awarded the following in recognition of the Merits achieved:

First Certificate of Merit	Awarded in Year Assembly
Second Certificate of Merit	Awarded in Year Assembly
Merit Badge	Awarded in Year Assembly
Merit Shield	Awarded in Headmaster's Assembly
Merit 'Super' Shield	Awarded in Headmaster's Assembly
Reward Voucher	Awarded in Headmaster's Assembly
Second Reward Voucher	Awarded in Headmaster's Assembly

Section 2e - Pastoral Care Arrangements

Behaviour, Rewards & Sanctions

The number of Merits required for each award is as follows:

Merit/Excellent Point (Rewards)

	1st Certificate	2nd Certificate	Badge	Shield	Super Shield	£5 Amazon Voucher	£10 Amazon Voucher
7	20	30	50	70	100	150	200
8	20	30	50	70	100	150	200
9	20	30	50	70	100	150	200
				Certificate	£5 Amazon Voucher	£10 Amazon Voucher	£15 Amazon Voucher
10				20	30	45	70
11				20	30	45	60
12				10	15	25	50
13				10	15	25	50

It is important that we are fair and consistent in our system of rewards so that students understand what work and behaviour will result in commendation. Staff should try to adhere to the following principles:

- Effort must always be recognised and affirmed;
- Attainable targets must be set for every student;
- Merits are awarded to students for outstanding work, special effort, service to others, for representing the School with distinction and for any behaviour worthy of commendation. **These must be beyond what is normally expected from our students.**

Each Head of Department is responsible for ensuring that merits are awarded consistently for academic work within their department. Merits for efforts outside the classroom can be awarded by any member of staff but this must be done as consistently as possible.

Procedures for the Award of Merits

- When a member of staff awards a merit it must be recorded electronically on SIMS.
- The Form Tutor must inform the Head of Year when a student has reached the number of merits .
- The Form Tutor automatically receives a SIMS notification when a student has reached an achievement threshold. This notification should be forwarded to Mrs Nightingale who will organise the appropriate reward.

Section 2e - Pastoral Care Arrangements

Behaviour, Rewards & Sanctions

Merits

Students in Years 10-13 also receive Merits. Students receive a certificate or voucher depending on the number they achieve according to the thresholds in the table above.

Sixth Form students should be mature enough to set their own targets for achievement and behaviour; nevertheless it is appropriate to recognise excellence regardless of age. Therefore, the system of Merits is also used for Years 12 and 13. Beyond this, the Prefect and Monitor system provides clear recognition and reward for those who have made positive contributions to School life. Our Co-Curricular programme gives opportunities to as many Sixth Formers as possible to demonstrate leadership skills and to hold positions of responsibility, for example through the Learning Leaders, the House system, the Duke of Edinburgh's Award Scheme, the Combined Cadet Force and on the sports field.

Heads of Year and/or Housemaster/Housemistress, after discussion with students, may institute further rewards above and beyond the merit system. It is believed that if students develop ownership of the rewards system this helps to generate further enthusiasm for it.

The Deputy Head Pastoral will meet annually with each Head of Year and Housemaster/Housemistress to devise a suitable arrangement for each Year Group/Boarding House. Requests for funding for additional rewards should be discussed with the Deputy Head Pastoral.

Those students who achieve well beyond the expected levels in academia, sports, music or drama, Combined Cadet Force or Duke of Edinburgh they may earn their School Colours tie or badge. Further details about the thresholds for achieving full School Colours are as follows:-

School Colours

Full Colours will be awarded in recognition of excellence in the following areas:-

LAMDA Gold Award

Music Grade 8 (ABRSM)

The Duke of Edinburgh's Award Scheme - Gold Award

Combined Cadet Force Sergeant

Section 2e - Pastoral Care Arrangements

Behaviour, Rewards & Sanctions

Sport - Achieving an excellent standard of performance in two or more sports at 1st team level OR attaining National Honours in the sport.

Academic work - Excellent attainment and effort at GCSE

Students to whom School Colours have been awarded are encourage to wear their badges (girls) and ties (boys) with pride.

Sanctions

There is a clear policy and strategy for dealing with discipline problems. In the first instance poor behaviour in class is dealt with by the subject teacher. Poor behaviour out of class in the first instance is dealt with the member of staff to whom it is being reported to. He or she may wish to ask for help and support from the student's Form Tutor and, if necessary, the appropriate Head of Department. If the situation is regarded as more serious it will be referred to the Head of Year who may then involve the Deputy Head Pastoral. When necessary, parents will be informed and appropriate action will be taken.

This action may involve the student:

- being given a behaviour point to notify the Form Tutor about concerns with a pupil, either inside or outside the classroom;
- being given a Faculty detention by the subject teacher, Form Tutor or Head of Year;
- being placed on a progress card, which identifies clear academic/behavioural targets for a student and which is signed by teaching staff and monitored by the Form Tutor and/or Head of Year. The Form Tutor can issue a Green Progress Card, Head of Year may issue an Amber Progress Card and the Pastoral Deputy Head will issue a Red Progress Card when necessary.
- being placed on a Uniform/Appearance Report;
- being given a Saturday Detention. For all Saturday Detentions, a letter is sent to the student's parents, signed by the Deputy Head Pastoral. The detention is held in the Sixth Form Study Centre and is supervised by a member of the SLT. This letter is preceded by a telephone call from the Head of Year or Housemaster/Housemistress to explain the circumstances of the detention.

For more serious offences:

- a student may be suspended from School by the Headmaster for a fixed duration, either internally or externally. During an internal suspension, the student carries out additional academic work in isolation under the School's supervision. During an external suspension the student carries out additional academic work at home under the supervision of parents.
- a student may be required by the Headmaster to leave the School.

The Headmaster may request a meeting with Parents to discuss matters of a more serious nature.

Further information about the School's sanctions is contained in the Parent Contract. Details about School rules appear in the next section of the handbook.

Section 2f - Pastoral Care Arrangements

Nursery Rules

Nursery Rules

In the Nursery, we have clear rules and expectations for the children. These rules safeguard the safety and well being of the children in our care. We work on a policy of assertive discipline and look for positive behaviour and use praise, affirmation, stickers and certificates to build the children's confidence and self esteem and to reward good behaviour. The Nursery staff aim to know the children as individuals in order to plan and organise the School day effectively. This keeps the children well motivated and minimises the opportunity for disruption.

The Ratcliffe College 'special atmosphere' and ethos have been created through this approach of combining firm guidance with encouragement and praise. This combination is essential in order that children and staff can work together in a happy, positive environment.

The Nursery rules:

- We live, love and learn like Jesus.
- We walk in and around the Nursery.
- We keep our feet and hands and unkind words to ourselves.
- We care for everybody at Ratcliffe College.
- We look after and care for all living things.
- We share, it's fair.
- We always try our best.

We emphasise positive behaviour, but if we need to reprimand a child, we are careful to criticise the behaviour and not the child.

Section 2f - Pastoral Care Arrangements

Preparatory School Pastoral Guidelines

- Normal bounds are the Preparatory School, playground and refectory for meals.
- Football is permitted only on the tennis courts or the field.
- Pupils **must** have a pair of outdoor training shoes, a pair of wellingtons and a tractor suit.
- Pupils should always walk inside the School buildings, keeping to the left on corridors and stairways in the Preparatory School and Main School.
- We only bring money into School for Charity Events.
- No personal toys or games to be brought into School.
- Cakes, sweets or chocolate, are only allowed to be brought into School with permission from the Class Teacher to celebrate birthdays. **WE ARE A NUTFREE SCHOOL.**

Section 2f - Pastoral Care Arrangements

Areas of School that are Out of Bounds

Sixth Form areas and other designated Senior School areas, the Preparatory School and the Nursery can only be visited by those in the appropriate Year groups, or with express permission from a member of staff.

The classroom hexagons, except during lesson and prep time, can only be visited by those collecting something from their own locker room.

The following areas of the School are out of bounds:

- The corridor at the front of school by Main School Reception, unless signing in and out.
- The Headmaster's corridor except on a route to the front office to sign out.
- The Fountain lawn except during the Summer Term.
- The South Terrace, front of main school and the playground area adjacent to the Sport Hall car park between 7.45am and 8.45am each morning.
- All car parks.
- The sports halls, fitness suite, swimming pool and surrounds, changing rooms, theatre, music hall, all-weather pitches, athletics track and tennis courts except for staff supervised lessons and activities.
- The woods and playing fields beyond the cricket nets and score box, the Aerodrome buildings and playing fields.
- The area around the Maintenance Department and the farm.
- The School cemetery.
- All areas around private staff accommodation in the grounds and in the main School building.
- All roofs and fire escapes (except in cases of emergency when the alarm sounds).
- The front and back drives, except for access.
- Boys must not visit the girls' boarding house.
- Girls must not visit the boys' boarding house.
- Day students must not visit either the girls' or boys' boarding houses, or the boarders' lounge/Café.
- The Drama Theatre and adjoining corridor and toilet are out of bounds during break and lunch times.



Section 2f - Pastoral Care Arrangements

Mobile Phones and Electronic Devices

Use of Mobile Phones and Electronic Devices in School

In the Nursery we ask that parents do not use mobile phones to photograph children in the playground, in Nursery or on school trips. All staff leave their mobile phones in the staff room. For more information on mobile use, please see our EYFS Acceptable Use of Cameras, Tablets and Mobile Phones Policy which can be found on our website.

Students in Cygnets to Year 10 may not bring a mobile phone into School. Students in Year 11 may have their phones in school but they must be kept in their lockers during lesson time. Sixth Form students may keep their phones with them during the day but this should be set to 'airplane mode' only. These rules are slightly different to previous years. The school will monitor the changes to the Mobile and Electronic Devices Policy and reserves the right to make further amendments in the future if deemed appropriate.

Students in Years 7, 8, 9 and 10, who travel to School by bus/coach may bring a mobile phone to School which must be left at Reception each morning and collected at the end of the day.

Should a parent need to contact their son/daughter in an emergency during the School Day, they can contact Senior School Reception and leave a message which will be passed to their son/daughter via the Tutor or subject teacher. Students may also be notified that they have a message via the television screens around School and will be asked to report to Reception at break time or lunch time to collect their message. Equally, in the unlikely event that your son/daughter needs to contact home during the day, they can request to use the telephone in the Senior School Reception.

Students in Years 7, 8 and 9 who are boarders may have a mobile phone in the boarding areas, which they may use during their own free time in accordance with the boarding community guidelines. Parents and students are reminded that iWatches or Apple Watches are not permitted in School.

Students may access their phone at break time or lunchtime to check whether travel arrangements have changed but they must not use their phones to make calls and any text messaging should only be to parents with regard to changes to travel arrangements.

Mobile phones may not be used during lesson times without the teachers permission or when travelling to and from lessons or to and from the Sixth Form Centre. Sixth Form students may use their mobile phones to access music, send texts or access the internet when in the Sixth Form Centre lounge or café at break time, lunchtime or before morning registration or between the end of P6 and the start of Prep Time. This is a Sixth Form privilege and all students must use their phones responsibly and in accordance with the AUP.

Under no circumstances should students be using their phones around the School unless in a designated area (locker room or SFC and classroom with the teacher's permission).

Students in Years 7, 8, 9 and 10 may not use their phones during Prep.

Students in Years 11, 12 and 13 may use their phone, with headphones to listen to music during prep.



Section 2f - Pastoral Care Arrangements

Personal Music Systems

Students who have been identified as having learning needs and require the use of a laptop may use these devices once permission has been granted by the Learning Support Department and teaching staff have been notified. These devices may be carried in a laptop bag around School. Students are not permitted to use these devices at any other time during the day. Students, who have been identified by the Head of Learning Support as having a learning need, may only use a mobile phone to assist with their learning with prior agreement. All staff will be informed of this arrangement and relevant students will thus be able to carry their phones around with them.

EAL students who have access to translator devices may use these in lessons if permission has been granted by the EAL Department. EAL students may not use their mobile phones as translators.

No student in the Senior School may use their mobile phone or electronic device in the corridor, Refectory, Chapel, toilets or any thoroughfare before, during or after School.

Mobile phones or electronic devices must not be taken into an examination room during Public Examinations as this could result in a disqualification (see Public Examination Guidance for Students and Parents on the Ratcliffe College website).

On weekday mornings, boarders may use their mobile phone or electronic device in the boarding house up to 8.15am when their rooms are inspected. Electronic devices or mobile phones must not be taken into the Chapel or Refectory under any circumstances. They may be used for social calls in the evenings and at weekends.

The sending or recording of obscene or threatening messages is illegal, as are 999 calls when there is no emergency. Possession of another person's mobile phone, without permission, will be considered as theft and treated as such. The School cannot be held responsible for the security of mobile phones unless they have been handed into Boarding Staff, Year Heads or the main School Reception for safekeeping.

A copy of the full policy may be found on the School website.

Personal Music Systems

In ear wireless headphones are not allowed in School for students in Years 7 to 13.

Although personal music systems are not banned in the Senior School, students are strongly discouraged from bringing them in. Items such as mp3 players and iPods must not be used in class, they must not be worn while moving around the School and they must not be used in the refectory.

They may be used by Sixth Form students during private study lessons, but only if played at a volume that does not disturb others. They may also be used on coaches and minibuses while travelling to away fixtures or on other School trips.

Students in Year 11 may only use in-ear headphones during prep. Larger on-ear headphones may be used by students in the Sixth Form only. All personal music systems are brought to School at the owner's risk (see section below about personal property). Parents are strongly advised not to allow students to bring these items to School.



Section 2f - Pastoral Care Arrangements

Laptop Computers

Laptop Computers and Tablets

Parents should be aware that students are not permitted to use laptops in lessons unless they have been assessed as having a Special Educational Need which recommends the use of a laptop. Tablets are not allowed in School. However, Years 11, 12 and 13 are allowed to bring their own device into school subject to the BYOD Policy (Bring Your Own Device). We are reviewing our BYOD Policy for other Years and will update parents in due course.

If you feel that your child has a Special Educational Need, which requires the use of a laptop, please do not hesitate to contact our Special Educational Needs Co-ordinator, Ms E Johanson, who will be able to advise you.

Other students do not need to use laptops in School because the School's provision of computing facilities, together with the very generous time provision for Core ICT, are more than adequate for their needs. Those with computers at home can transfer work between home and school on memory sticks, subject to virus-scanning. At least one of the computer rooms is open every lunchtime, and during prep, for students to work. For boarders, the rooms are also open every evening and throughout the weekend.

We recognise that it is increasingly the norm for computing facilities to be available in the home. At School, our computers have Microsoft Office 2010 running on Windows 7. You may wish to ensure that your home computers are compatible with this.

Please bear in mind the following points:-

- Laptops are brought in at the student's own risk, especially as there is no safe storage for these machines, other than lockers. They should be adequately insured against loss or damage.
- As with other electrical equipment, they must be electrically tested, before being brought to school.
- Students will have this extra load to carry around with them all day. It has been noticed that there is an increasing tendency for laptops to be left lying around in Common Rooms and corridors.
- There are not always the facilities to plug them in, and batteries may well not last all day.
- Student's work on a laptop will not be as secure against loss or corruption as it is on the network, where all work is backed up five times a week.
- Laptops can be a potential distraction in lessons, not only for the user but also for other students.
- Any inappropriate use of a laptop computer will result in a student being banned from bringing one into School.



Section 2f - Pastoral Care Arrangements

Use of the Internet

Use of the Internet

The School encourages use by students of the rich information resources available on the Internet, together with the appropriate skills to analyse and evaluate such resources. These skills are fundamental in today's society. In addition, every student has his or her own Email address, providing a window to the world of communication.

Access to on-line resources enables students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with people throughout the world. Both the School and the service provider we have chosen, RM Education, do as much as possible to filter out material of an offensive nature. There is monitoring of the content of the sites students are visiting by Lightspeed. Nevertheless, the nature of the Internet means that sites which contain offensive material are constantly changing, and no filtering system can be guaranteed to be perfect. The School also has a strict policy on plagiarism which can be found on the School website in the policies section. Any pupils caught copying material from the internet without appropriate reference, or who attempt to pass off another person's work as their own will be placed in a Saturday detention.

However, the School believes that the benefits to students from access to information resources and increased opportunities for collaboration exceed the disadvantages. The Head of Information and Communication Technology, Mr M Jones, prepares appropriate procedures for the use of the Internet and for reviewing and evaluating its effect on teaching and learning. The school has developed a set of guidelines for Internet use which are given to all students, and kept under constant review. A copy of these guidelines is available on request from Mr Jones.

All students read, sign and date the School's Acceptable Use Policy (AUP) at the beginning of each school year. They receive on-going training through PSHCE lessons, assemblies and ICT lessons. Students may wish to be part of the Student E-Safety Team and develop their awareness further. All students are made aware of the rules/guidelines regarding plagiarism of work.

The School has a Mobile and Electronic Devices Policy which can be viewed on the School website www.ratcliffe-college.co.uk.

The School has a BYOD (Bring Your Own Device) Policy which can be viewed on the School website www.ratcliffecollege.com.



Section 2f - Pastoral Care Arrangements

Computer Room Rules

Computer Room Rules

The following rules are issued to students with regard to the use of the Computer Rooms. The Computer Rooms contain a great deal of expensive and delicate equipment, which is designed to help **your** education in many ways and to ensure an educational atmosphere. The rules are necessary in order to minimise the need for costly repairs and to enable others to benefit as well as yourself.

General Rules

NO sweets, chewing gum, food or drinks are to be brought into the Computer Rooms.

- Students should not be in the Computer Rooms without the knowledge of a member of staff.
- Please minimise the presence of files and textbooks on the computer benches.
- Dress code - no games kit or shorts to be worn in the computer rooms.
- Do not touch any of the cables or connectors associated with the computing equipment. Do not misuse or damage the computer mouse. These items are expensive to replace.
- Any problems with equipment must be reported to the teacher in charge immediately.
- Computers will normally be switched on when you come into the room. Under no circumstance must you switch computers on or off unless you are told to.
- Any person who introduces a program to the network from the Internet or memory stick will no longer be allowed access to the network.
- Your directory forms part of your assessment. It should contain only your coursework, which should be identified by sensible file names.
- Passwords - your password is your security, and must be taken seriously. If it is found that others know your password, then it will be changed immediately.
- Any misuse of equipment or software will result in a total ban from network use.
- Teachers will, from time to time, check the contents of your user area. Any files which are frivolous or offensive will result in a ban from network use.
- The use of the Internet is your right. However, with rights go responsibilities. In using the Internet you are expected to behave in a responsible way. The Internet and Email are liable to be checked and censored. Anything considered offensive will be intercepted and will result in your removal from the Internet and Email. Note that Hotmail is not available in School.



Section 2f - Pastoral Care Arrangements

Computer Room Rules

- Laptop computers may only be used with the consent of the teacher in charge. Consent will only be given to those who have been granted permission by the Examination Boards. They must not be plugged into the mains without permission.

Users are not able to access the network without agreeing to the School's 'Acceptable Use Policy'. You must read this before accepting it.

Section 3a - The Curriculum

Aims & Implementation

Introduction

The Nursery curriculum is designed to reflect the aims of the School's Mission Statement. We aim to help children develop their gifts and talents: spiritually, socially, intellectually and emotionally, aesthetically and physically through the provision of a broad and balanced curriculum. The latter is responsive to, and supportive of, their individual needs, it fosters intellectual curiosity and academic achievement, and motivates them to grow to their full potential.

The Learning Experience

Nursery children at Ratcliffe College follow the revised Early Years framework curriculum introduced in September 2014. The staff adhere to the Early Years principles. The children entrusted to us benefit greatly from our warm, welcoming and caring environment. We celebrate the uniqueness of each child and aim to nurture their God-given talents and gifts. The staff work in partnership with the parents to ensure that each child makes the necessary progress to achieve their potential. The Early Years curriculum is holistic and balanced; emphasis is placed upon learning through practical experiences, discovery and play. The Nursery provides a continuous learning experience both in and out of the classroom. Our dedicated and experienced staff will ensure that your child flourishes and develops the necessary confidence, independence and love of learning that will begin their learning journey at Ratcliffe College.

The Early Years Principles

- A unique child
- Positive relationships
- Enabling environment
- Learning and development

There are seven areas of learning development which shape the educational programmes in the Nursery. All the areas of learning and development are important and interconnected.

The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The prime areas are strengthened and applied by the specific areas which are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Section 3a - The Curriculum

Communication and Language Development:

Involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development:

Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

Personal, Social and Emotional Development:

Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy Development:

Involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to foster their interest.

Mathematics:

Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

Understanding the World:

Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design:

Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Section 3a - The Curriculum

Additional Curriculum Information

Parents can obtain additional information on the DFES website, the Early Years Curriculum. The weekly learning objectives are available to read in the Nursery as well as being available on the College website along with the whole curriculum for the Early Years Foundation Stage. Curriculum Information Evenings are held in the Nursery. Information can be found in the Preparatory School calendar.

Our children enjoy at least one topic day or external visit per term. They are varied and enhance and extend our holistic Early Years Curriculum. The outings are planned to ensure there are opportunities for the children to discover, explore and experiment days within the parameters of a safe environment.

The curriculum for the Early Years Foundation Stage is available on the School website www.ratcliffcollege.com.

Homework

We ask parents to spend 10 minutes a day sharing and enjoying a book with your child. As your child starts to read independently, parents are asked to hear their child read daily and record this in the Reading Diary.

Children in Swans will be sent home spellings to practice. The children's spelling test will be on a Friday and their spelling book will be sent home so parents can check their children's progress.

Section 3a - The Curriculum

Assessment & Reporting

Assessment

All pupils are regularly informally assessed. Assessment plays an important part in helping Nursery staff and parents recognise children's progress, understand their needs and deliver activities that help develop each child. Most often assessment is simply observing a child in an activity.

Reporting Procedures

Formal reporting procedures are as follows:

Parents' Evenings

Autumn Term with Class Teacher

Spring Term with Class Teacher

Interim Written Report

End of Autumn Term written by Class Teacher (Swans only)

Progress Tracker

End of Autumn Term tracked by Class Teacher.

End of Summer Term tracked by Class Teacher (Cygnets only)

Early Years Foundation Stage Profile (EYFSP)

End of Summer Term written by Class Teacher (Swans only)

At the end of Nursery the Early Years Foundation Stage Profile (EYFSP) is completed and forms a part of the Summer Term Report. This is additionally shared with the Year 1 Class Teacher to help assist in planning a Year 1 curriculum that is appropriate to its cohort of children.

Full School Report

End of Summer Term written by Class Teacher.

Section 3b - The Curriculum

Introduction, Aims of the Curriculum & Implementation

The curriculum is designed to reflect the aims of the School's Mission Statement. We aim to help pupils develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to and supportive of, their needs and aspirations, fosters intellectual curiosity and academic achievement, and motivates them to grow to their full potential. At times, in specific cases of special educational needs additional learning support may be required.

Aims of the Curriculum

- To be compatible with the requirements of the National Curriculum at Key Stages 1 & 2, but enhanced.
- To be broad and balanced throughout each Key Stage.
- To allow progression between and throughout the Key Stages.
- To provide for the personal, social, health and citizenship education of pupils, including the preparation of pupils for the opportunities, responsibilities and experiences of adult life.
- To enable all pupils to learn and make progress.
- To provide a programme of activities appropriate to the needs of pupils.

Implementation

- Each Key Stage has a curriculum plan, which outlines:
 - the curriculum followed
 - the lesson allocation
 - the organisation, including the number of teaching groups
 - arrangements for pupils with Special Educational Needs and/or English as an Additional Language (EAL)
- Staffing and resources are deployed effectively to meet the aims of the curriculum.
- Schemes of work exist which provide subject matter appropriate for the ages and aptitudes of pupils including those with Special Educational Needs, and so enable all pupils to have the opportunity to learn and make progress.
- An activities programme, published at the start of each term, supports the curriculum aims.
- The strategic School Development Plan includes targets which support curriculum aims.

Section 3b - The Curriculum

Curriculum Arrangements

Curriculum Arrangements

- The Preparatory School (Years 1 - 6) follows a two-week timetable. There are 60 lessons per fortnight, but lesson length varies according to the age of the pupils.
- The National Curriculum is followed, but is enhanced. The following subjects are taught:

English	French	Art & Design	PSHCE/ Christian Living
Mathematics	History	Music	Latin
Science	Geography	Drama	Spanish
Religious Studies	Info. Comm. Technology	PE & Games	German

- Routine assessment is used to monitor the progress and attainment of pupils.
- Pupils with specific learning difficulties are given an Individual Education Plan and offered the opportunity of specialist tuition (for which there is an additional charge).
- All pupils receive specialist teaching in French, Spanish, German, Latin, PE, Swimming, Music and Drama.
- Pupils in Year 6 are taught by specialist Science, French, Spanish, Latin, German, Art, Design Technology and Drama teachers from the Senior School, to promote continuity and progression with the Senior School. This forms part of our transition programme.

Lesson Allocation

- Subject timetabling within the Preparatory School is broadly based on the recommended time allocations as set out in the National Guidelines. However, more time is allocated to Physical Education.
- In addition to the guidelines, PSHCE/Christian Living is taught as a separate subject, one lesson per fortnight.
- In Year 6, pupils are taught in ability sets for Mathematics.

Specific Year Group Work

Each term, curriculum content for each Year Group is published on the School website, www.ratcliffecollege.com and the VLE.

Section 3b - The Curriculum

Studies Grades

Swans, Years 1 and 2

Attainment levels for children in the Swans will be reported to the parents using the three levels of Emerging, Expected and Exceeding in regard to age related expectations in the 7 areas of learning.

Years 3-6

The Preparatory School Studies Grades system for Years 3-6 is based on the knowledge, understanding and skills required in each subject, with the criteria of **beginning**, **developing**, **securing**, **extending** and **mastering** used to measure individual progress in learning. These criteria are also now used in the Senior School. Studies grades are produced termly.

Studies Grades Key:

GRADE AWARDED	PROGRESS IN LEARNING
A	Mastering their learning at Year level
B	Extending their learning at Year level
C	Securing their learning at Year level
D	Developing their learning at Year level
E	Beginning to learn at Year level

The criteria for each level is explained below:

Mastering	You display a deep understanding and expertise in the subject, demonstrating all of the key descriptors within the subject. You can extend and apply your ideas effectively and demonstrate extended thinking beyond what is expected at this stage.
Extending	You demonstrate independently almost all of the key descriptors that reflect the expected standard of knowledge, understanding and skills within the subject. You link and relate ideas effectively and consistently employ independent strategies for thinking and reasoning.
Securing	You are able to demonstrate independently many of the key descriptors that reflect the expected standard of knowledge, understanding and skills within the subject. You can link and relate ideas with increasing competence and demonstrate independence of thought.
Developing	Your knowledge, understanding and skills are developing well within the subject and you are demonstrating independently an increasing number of the key descriptors that reflect the expected standard at this stage. You are beginning to link ideas and demonstrate increasing independence in your thinking.
Beginning	You are beginning to demonstrate that you can learn at the expected standard for knowledge, understanding and skills within the subject. You can recall and reproduce ideas.

Section 3b - The Curriculum

Studies Grades

As well as an attainment grade, pupils in Years 3 to 6 are also given a grade that reflects their effort/attitude to learning.

Criteria for Assessment of Attitude in a subject

Outstanding = 5	Consistently Good = 4	Satisfactory = 3	Inconsistent = 2	Cause for Concern = 1
Behaviour in lessons is exemplary, generating an infectious enthusiasm for learning.	Behaviour in lessons is of a consistently high standard, enabling a purposeful working atmosphere.	Behaviour in lessons is usually of a good standard, contributing to a satisfactory working atmosphere.	Behaviour in lessons is inconsistent and can sometimes disturb the flow of the lesson.	Behaviour regularly interrupts the flow of the lesson, therefore impacting negatively on the learning of others.
The student is proactive in making positive contributions to lessons.	Always participates constructively in group work and class discussion.	Usually participates constructively in group work and class discussion, although may require prompting.	Makes little contribution to the lesson and/or not always constructive.	Contributions to lessons are often not appropriate.
High levels of commitment are shown to learning.	Set work is always completed to the best of their ability.	Set work is usually completed to the best of their ability.	Work is often not always completed to the best of their ability.	Work is rarely completed to the best of their ability.
There is the ability to work independently, taking responsibility for their own learning.	Instructions are carefully followed and the student is fully engaged in lessons.	Usually follows instructions in lessons and remains on task.	Instructions are not always followed promptly and reminders are needed to stay on task.	Demonstrates little ability to work without supervision.
The presentation of work is always of a very high standard.	Care and pride are always taken in the presentation of work.	Care and pride are usually taken in the presentation of work.	Care and pride often not shown in the presentation of work.	Care and pride are rarely shown in the presentation of work.

Section 3b - The Curriculum

Instrumental Music and Participation in School Teams

Instrumental Music Lesson

- Many pupils receive individual instrumental tuition from our visiting specialist staff. Tuition is currently available on strings, brass, woodwind, piano, percussion, singing and keyboard. For the older children, lessons are organised on a rota basis to minimise disruption to other classes. A charge is made for these lessons. If your child wishes to take one of these lessons then please contact the Prep School Reception. A Music Information Evening takes place in Autumn Term for parents, to give further details regarding peripatetic lessons.
- All children in Year 3 will receive a year of either violin or cello lessons as a group. These will be free of charge, as they form part of the Year 3 curriculum. If you are interested in hiring a cello for your child please contact Prep School Reception. The children will be loaned violins from school.
- Please can all children in Years 1 - 4 have their own recorder.

Participation in School Teams

Ratcliffe has an excellent record in competitive sport and representative teams are fielded at all age ranges between 8 and 18 (Years 4 – 13). **If your son or daughter is chosen to represent the College then she/he will be expected to play. He/she will also be expected to attend the weekly team training session after School.** Parental support for matches is most welcome. Please note there are a number of fixtures on Saturdays.

Section 3b - The Curriculum

Homework/Prep

Homework (prep)

This is set for Years 3 to 6 each week night according to a regular weekly plan. It includes a prep task and daily reading. Pupils always record their prep tasks in their planner.

Prep Task

Prep is set by teachers according to the following 5 guidelines:-

1. Tasks should be varied and creative and help the children re-enforce work already done in class, allow reflection on classwork, or help prepare for further learning in class.
2. Prep should last no longer than 20 minutes of focused, closed activity.
3. Differentiated tasks will often be available for children in the same class, according to individual ability to provide an appropriate level of challenge. Children are encouraged to take responsibility for choosing the appropriate level task.
4. Pupils should be able to complete the task independently in the set time.
5. Written tasks will be marked promptly in line with our Feedback Policy.

Reading

Prep School parents are asked to hear their child read daily and to make a note in the reading record. In hearing children read we check audibility, fluency, confident expression as well as for level of understanding. The class teacher supported by the teaching assistants will guide the level of reading scheme book required and provide regular advice to pupils and parents.

Section 3b - The Curriculum

Assessment & Reporting

Assessment and Reporting

All pupils are assessed regularly throughout the year. In addition, diagnostic tests are administered in each Year group. All Year 6 children will take the 11+ Examinations in January, to enable the School to place them in the most appropriate sets when they enter the Senior School. Leading up to this, at an Academic Information Evening in the Autumn Term, and followed up by a letter to parents of all Year 6 pupils, the process of sitting the Ratcliffe College Talent Scholarship Examinations for entry into Year 7 will be explained. Thus, suitable candidates will be invited to sit the Talent Scholarship Examinations at the same time as external candidates early in the Spring Term.

Internal Assessments

At the end of the Summer Term, all children in the Preparatory School carry out internal assessments which are used by teachers to monitor annual progress of the children. Formal reporting procedures are as follows:

Parents' Evenings

Autumn Term Years 1-6 with Class Teacher

Spring Term Years 1-5 with Class Teacher Year 6 with all Subject Teachers

Interim Written Report

End of Autumn Term Years 1-6 written by Class Teacher.

Full School Report

End of Summer Term Year 1-6 written by all Subject Teachers.

Section 3c - The Curriculum

Introduction, Aims of the Curriculum & Implementation

Introduction

The following section provides an overview of the Senior School curriculum, together with details regarding assessment, reporting, prep (homework), special educational needs and other aspects of the academic life of the School. Further details are available on request from the Senior Deputy Head or Assistant Head Academic.

The curriculum is designed to reflect the aims of the School's Mission Statement. We aim to facilitate students develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to, and supportive of, their needs and aspirations, fosters intellectual curiosity and academic achievement, and motivates them to grow to their full potential.

Aims of the Curriculum

- To be compatible with the requirements of the National Curriculum at Key Stage 3, but enhanced. To meet the requirements of GCSE and A Level syllabuses.
- To be broad and balanced throughout each Key Stage.
- To allow progression between and throughout the Key Stages.
- To offer flexibility at Key Stages 3, 4 and 5, by allowing for the needs of the individual to be met, as far as is reasonably possible, in terms of courses on offer and number of subjects.
- To provide for the Personal, Social, Health and Citizenship Education of students including the preparation of students for the opportunities, responsibilities and experiences of adult life.
- To provide appropriate careers education and guidance and the opportunity for students to keep career pathways open.
- To enable all students to learn and make progress.
- To provide a programme of activities appropriate to the needs of students.

Implementation

- Each Key Stage has a curriculum plan, which outlines:
 - the curriculum followed.
 - the lesson allocation.
 - the organisation, including number of teaching groups, and arrangements for making choices (where applicable) and the flexibility available.
- arrangements for students with Special Educational Needs and/or English as an Additional Language (EAL).

Section 3c - The Curriculum

Introduction, Aims of the Curriculum & Implementation

- how staffing and resources are deployed effectively to meet the aims of the curriculum.
- Schemes of Work exist which provide subject matter appropriate for the ages and aptitudes of students including those with special educational needs, and so enables all students to have the opportunity to learn and make progress.
- an activities programme, published at the start of each term, supports the curriculum aims.
- the Strategic Development Plan includes targets which support curriculum aims.

Further details relating to the curriculum are published in the following:

Sixth Form Information Handbook - for parents and students

GCSE Information Handbook - for parents and students

Sixth Form Handbook - for students

- The Senior School (Years 7 to 13) operates a two-week timetable. There are 60 lessons, each of 55 minutes' duration.

Section 3c - The Curriculum

Key Stage 3 Curriculum

Subject Years 7 & 8	Year 7 No of lessons	Subject Years 7 & 8	Year 8 No of lessons	Subject Year 9	Year 9 No of lessons
English	8	English	8	English	8
Mathematics	8	Mathematics	8	Mathematics	9
Science	6	Science	6	Biology	3
				Chemistry	3
				Physics	3
Religious Studies	5	Religious Studies	5	Religious Studies	5
History	3	History	3	History	2
Geography	3	Geography	3	Geography	2
Art	2	Art	2	Art	2
Games/PE	7	Games/PE	7	Games/PE	5
Lang Option 1	4	Lang Option 1 (French or EAL)	4	Lang Option 1 (French or EAL)	4
Lang Option 2	4	Lang Option 2 (German Spanish Latin or Learning Support)	4	Lang Option 2 (German Spanish Latin or Learning Support)	4
Music	2	Music	2	Music	2
Drama	2	Drama	2	Drama	2
Design & Technology	2	Design & Technology	2	Design & Technology	2
Food Technology	1	Food Technology	1	Food Technology	1
Textiles	1		1		1
ICT	2	ICT	2	ICT	2
Total	60		60		60
PSHCE	1 lesson per fortnight taught on a rotational basis				

During the Year 9 ICT lessons students will complete the European Computer Driving Licence Level 2.

Section 3c - The Curriculum

Key Stage 3 Curriculum

- There are four teaching groups in Year 7, Year 8 and Year 9 in the majority of subjects. The exceptions are Music (8), MFL (5) and PE/Games (6).
- Students are set according to ability in Mathematics (Years 7-9), in Science (Year 8-9), English (Years 7-9), and depending on numbers French (Years 7-9) and Spanish (Years 7-9). The sets are reviewed regularly and parents are notified of set changes.
- All other subjects are taught as mixed ability groups.

Section 3c - The Curriculum

Senior School Key Stage 4 (Year 10 & 11) Arrangements

Students follow a core of subjects, comprising:

- **English** (students are able to take the double English option of English Language and English Literature – see Block A)
- Mathematics
- Religious Studies
- Modern Foreign Language (see Block B)
- Science (see Block C)
- Three subject options (see Blocks D, E and F)
- Games and Physical Education
- Personal, Social, Health and Citizenship Education
 - Students normally take nine or ten GCSE subjects. There is, however, flexibility to take fewer subjects for those students for whom nine or ten subjects is not appropriate.
 - Students wishing to take ten GCSE subjects take the double English options from Block A (e.g. English Language and English Literature) and then choose ONE subject from each block, B to F (see below).
 - Students taking the Triple Science option study the three separate Sciences and must choose Triple Science in Block C and as one of their options. It is recommended that only the most able scientists should take this option. Your child's Science teachers will advise you.
 - Students preferring to study fewer than ten GCSE subjects achieve this by choosing a 'Private Study' option in Block D, E or F or by taking English Language only in Block A. **Students can only choose Private Study in one Block;** this option allows students some supervised curriculum time for private study.

Section 3c - The Curriculum

Senior School Key Stage 4 (Years 10 and 11 Arrangements)

A	B	C	D	E	F
English Language & English Literature	English as an Additional Language	Single or Double Science	Option subjects will be arranged annually into three blocks (D, E and F)		
	French	Triple Science *	Art	Geography	Computing
English Language only	German		Design & Technology	History	Music
	Learning Support		Drama	Information Communication Technology	Physical Education
	Spanish		Food Preparation & Nutrition	Latin	Triple Science
			French	Media Studies	

Students choose ONE subject from each of the blocks shown.

*Students taking Triple Science in Block C MUST also choose Triple Science as an option.

- Core subjects are taught in a minimum of five teaching groups in each year.
- In English, Mathematics, Science, Religious Studies and Languages (where possible), students are set by ability. Other subjects are taught in mixed ability groups.
- Each student is asked to make his/her options choices two weeks after the Year 9 Options Evening, usually in the Spring Term. A student may change his/her option choices after this date, providing there is capacity within the group. Any changes must be notified as soon as possible to the Senior Deputy Head. **Please be aware that not all combinations may be possible, but we will do our best to satisfy provisional choices.**

Section 3c - The Curriculum

Lesson Allocation at Key Stages 4 & 5

Lesson allocation at Key Stage 4 (Years 10 and 11)

Subject	No of lessons
English Language (with English Literature or English only)	7
Mathematics	7
Modern Foreign Language	6
Religious Studies	6
PE and Games	4
Single Double Award Science	12
Option subjects block D	6
Option subjects block E	6
Option subjects block F	6
PSHCE (1 lesson per fortnight timetabled on a rotational basis)	
Total	60

Senior School Key Stage 5 (Sixth Form, Years 12 and 13) arrangements

A Level Subject Choices The subjects listed below are offered:

Linear	Linear	Linear
Art & Design	Geography	Design and Technology
Biology	German	Further Mathematics
Business Studies	History	Latin
Chemistry	Music	Mathematics
Drama and Theatre Studies	Physical Education	Media Studies
Economics B	Physics	Modular
English Literature	Religious Studies	Info. & Comm. Technology
French	Spanish	Food Science & Nutrition

Additional AS Level - Extended Project Qualification (EPQ). Students may also consider taking the EPQ in Year 12 - in addition to either 2 or 3 A level subjects. This decision needs to be made before autumn half-term. Students opting for only 2 A levels plus EPQ would continue their 2 A levels in Year 13 and take European Computer Driving Licence (ECDL) Level 3. Students opting for 3 A levels plus EPQ would complete 3 A levels in Year 13.

Section 3c - The Curriculum

Procedures for making A Level Subject choices

Making A Level subject choices - Year 11

- A Sixth Form handbook is published and given to Year 11 students and their parents in the Autumn Term at the Sixth Form Information Evening; the booklet gives details of the Sixth Form curriculum and the A Levels offered.
- ‘Subject Preference’ forms are issued to Year 11 students at the end of January. Students are asked to make provisional choices of the subjects to study. The Heads of Years 11 and 12, the Head of Careers and Year 11 Form Tutors provide support for students as they make these decisions.
- Option blocks are formed based on the information contained on the ‘Subject Preference’ forms. The option blocks are designed to accommodate the widest possible choice of combinations of subjects. Students are informed that there is no guarantee that all combinations will be possible, but we will do our best to satisfy provisional choices.
- Five option blocks are produced. Students then choose one subject from four of the five blocks. At a later stage, students may change their choice within a block, or from a different block, providing no more than one subject is chosen in each block and there is space in the group.
- Students are informed that if a subject does not have a sufficient number opting for it, to provide a viable course, it may be withdrawn from the programme; however, we shall keep you informed of developments and advise you, where possible, of alternatives.
- Very capable students may decide to complete 4 A levels. In almost all cases, and because of the workload involved, two of the these subjects will be Mathematics and Further Mathematics.

Making A Level subject choices – Year 12

Most students start four subjects at the start of Year 12 then drop one of these subjects by the end of the Autumn term, once they are confident of the three subjects they wish to study for A Level.

A few students may choose three subjects from the start of Year 12.

A few of the most able students may choose to complete A Levels in four subjects. In most of these cases, two of the subjects are Mathematics and Further Mathematics. Completing four A Levels is also feasible for students for whom English is not their first language – the fourth A Level being in their first language.

In all the above cases, guidance is given to students on an individual basis, taking into account their Higher Education or career aspirations.

Section 3c - The Curriculum

Procedures for making A Level Subject choices

The Structure of A Level Courses – Linear A Levels

A Level is a single, two year course and all public examinations are taken at the end of Year 13

The amount of assessed coursework varies between subjects. Assessed coursework contributes towards the A Level result.

Note that Linear AS levels also exist. However, AS syllabus and coursework requirements are different from those of the first year of A Level. In addition, marks obtained in a linear AS Level do not contribute anything towards the Linear A Level. As a result, our policy is that students will not sit Linear AS level examinations.

Section 3c - The Curriculum

Other Aspects of Education in the Sixth Form

Non - Examination Courses

- **Years 12 and 13 students** follow a Complementary Studies programme which is delivered in the following timetabled sessions; each of which consists of one lesson per fortnight:
 - Personal, Social, Health & Citizenship Education (PSHCE) lessons.
 - Religion, Philosophy and Ethics.
- PSHCE: Some of these lessons are in separate tutor groups while others are for the whole Year group – for example, viewing a DVD or attending a presentation from a visiting speaker. The lessons cover the following areas:
 - Study skills
 - Higher Education and other applications
 - PSHCE topics
- Religion, Philosophy and Ethics:
 - Skills to support A Level study.
- All Sixth Form students participate in Physical Education on Thursday afternoons at which attendance is compulsory.
- Sixth Form students undertake private study during non-contact lessons, and the effectiveness of their work during these and other 'study periods' in the evenings and at the weekends plays a large part in determining their final A Level grades. The Sixth Form Study Centre occupies the whole of the first floor of the Rosmini Sixth Form Centre. It is superbly equipped, with library, study and computer facilities, so most students spend their study time there. However, they may also choose to work in departmental areas and boarders may work in their study bedrooms.
- Sixth Form students with a specific learning difficulty can receive specialist tuition each week (for which there is an additional charge). These lessons take place during the student's non-contact time.
- Sixth Form students requiring EAL provision receive lessons during their non-contact time. They receive two hours specialist tuition per week.

Section 3c - The Curriculum

Guidelines on Prep

Guidelines on prep

If a student stays for prep, then it is expected that he/she will work quietly and effectively during prep time. It is not acceptable for a student to disturb other students or to disrupt prep. Staying at School for prep therefore has to be viewed as a privilege and the School reserves the right to suspend this privilege and, ultimately, to remove it if a student does not behave appropriately.

If a student is involved in an activity after School, then it will not be possible for him/her to complete prep at School. In such cases, prep will need to be completed at home in the evening. We discourage students from completing prep at lunchtime because we believe they need a break in the middle of the busy School day.

Although there are many benefits to a student if he/she stays for prep, it is our experience that it is not always beneficial for a student to stay at School every evening of the week. If it is practical for parents to do so, we encourage a balance during the week between staying at School for prep and going home to do prep.

Section 3c - The Curriculum

Prep/Homework

Introduction

At Ratcliffe College we seek to help our students achieve their academic potential. Prep is viewed as an important means of raising student achievement and developing the routines of independent study.

Prep provides opportunities for students to:

- further challenge and their learning.
- practice key learning skills.
- read more widely.
- to focus on specific areas for improvement.
- reinforce, consolidate and extend work done in class.
- complete coursework.
- prepare for forthcoming work in lessons.
- access areas of study and make use of materials and resources which are not available in the classroom.
- develop skills of independent learning including self-discipline, study habits and time management.
- recognise their achievements and identify ways to improve their learning.
- involve parents and other adults as partners in education

Prep is set in subjects according to the published timetable for Years 7 to 10. There is no prep timetable for Years 11 and 13 as prep is set with the greatest flexibility in mind. Students record prep during the lesson in their School planner. Sixth Form students are not obliged to use a School planner and can choose their own means of recording work set for prep. As a matter of good practice, whenever practicable, prep tasks are differentiated in order to meet the needs and abilities of students; to offer challenge to the more able, but support all learning needs.

Form Tutors are responsible for :

- Checking that students are recording prep in their student planner appropriately, and taking follow up action as necessary. Tutors check planners weekly.
- Liaison with subject teachers and Parents to facilitate a satisfactory outcome in cases where students are behind with prep or overburdened.
- Encouraging students to complete prep on the night that it is set wherever possible, irrespective of when it is due.

The Senior Deputy Head is responsible for :

- Establishing the framework for prep time in collaboration with the Assistant Academic Head.
- Monitoring the implementation of the policy throughout the School.

Implementation

1. Students and parents receive a copy of the prep timetable at the start of the academic year, in addition to the School's expectations relating to prep. Prep must represent the student's own work and must be completed on time. The amount of time spent completing prep each evening varies according to the age of the student; typically, prep of the duration outlined below is set.

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Prep/Homework

- Years 7 and 8** Subject preps lasting 20 to 30 minutes each are set.
It is anticipated that virtually all of this work will be completed during the supervised prep time; students remaining in School for prep are encouraged to have a reading book in case they complete their prep before the end of prep time.
- Year 9** Subject preps lasting approximately 30 minutes each are set.
Students remaining in School for prep should be able to complete this work before leaving, but they should also be encouraged to have a reading book available in case they finish before the end of prep.
- Years 10 and 11** Subject preps lasting 30 minutes each are set.
It is unlikely that students will always complete this work during supervised prep. Students will therefore need to devote additional time to prep at home. Homework tasks can be linked to GCSE coursework assignments and so will spread over a number of weeks in some cases.
- Years 12 and 13** A Sixth Form student is expected to spend at least 7 hours per subject each week of private study. This is likely to involve background reading, preparing additional notes, reviewing notes, completing coursework assignments and revision in addition to any set work.
2. Students record prep in their student planner. Form Tutors monitor the use of the planner and sign it each week. Parents are also asked to sign the planner each week. In the case of boarders, planners are signed weekly by a member of the boarding staff.
 3. Arrangements for prep time:
 - All teachers share in the responsibility for prep time supervision according to the duty rota.
 - Students can choose to remain in School for supervised prep.
 - Years 7 - 10 have prep in the Mathematics Hexagon.
 - Year 11 have prep in the Emery Library.
 - Years 12 and 13 have prep in the Sixth Form Study Centre.
 - Older boarders may work in their study bedrooms.
 - Two Computer Rooms are also open for students who need to use ICT facilities.
 - A prep register is taken at the start of prep.
 - Students can sign out of prep to go to the Music Department, subject to staff supervision.
 - Sixth Form monitors assist staff with the supervision of prep.
 - There is a break in prep at 5.20pm for five minutes during which students may leave to go home. Students are not allowed to go home during other times unless they are collected from the prep block by a parent.
 - Students must bring a reading book to prep in case they finish their allotted work early.

Section 3c - The Curriculum

Assessment & Reporting

Reporting

Introduction

The School's Mission Statement sets out clearly the aim to develop the God-given talents and potential of students. In so doing, it is important to communicate with parents about their child's progress and to identify areas for development. Progress can also be monitored through assessment, enabling strategies to be implemented to support improvement where necessary.

Aims

- To provide opportunities for parents to have discussion with subject teachers about their child's progress.
- To report on a student's progress at regular intervals during the School year at times which are most appropriate to his/her curriculum programme.
- To produce reports for parents which are informative, and which give a clear indication of current attainment, strengths and areas for development in each curriculum subject.
- To use reports for monitoring student progress throughout the year.
- To provide interim studies assessments for parents on their child's effort and attainment in subjects.
- To involve student's in a process of self-assessment whereby they can identify areas for improvement and set their own targets.
- To report on a student's involvement in extra-curricular activities and his/her contribution to School life.

Implementation

1. Students are assessed against agreed criteria . The assessment grades called Studies Grades, are reported to parents. Grades are awarded in line with the criteria outlined in the School Assessment Policy.
2. Parents receive up to two Progress and Attainment reports (depending on the Year Group) during a school year, which report on each subject in their child's curriculum. These are available electronically which Parents/Guardians will be able to access via the Parent App.
3. Parents' Evenings are arranged at strategic times during the School year, in accordance with the academic programme followed by students. Each Parents' Evening may began with a presentation by the relevant Heads of Year and Deputy Head on relevant topics for the Year Group. (The dates of the Parents' Evenings are set out in the Academic Calendar 2019-2020.)

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Studies Grades Information Years 7 and 8

Teachers will assess how well your child's knowledge and understanding is developing, as well as their skills in the subject areas. A learning target will be set at the beginning of the year, based on baseline tests and the professional judgment of teachers. Classwork, prep, assessments and tests will be used to decide how well students are progressing in their learning. Your child will be given a grade which corresponds to their **progress in learning**.

Studies Grades Key:

Grade Awarded	Progress in Learning	
Mastering	A	Mastering your learning at Year 7/8 level
Extending	B	Extending your learning at Year 7/8 level
Securing	C	Securing your learning at Year 7/8 Level
Developing	D	Developing your learning at Year 7/8 level
Beginning	E	Beginning to learn at Year 7/8 level

The criteria for each level is explained below in the descriptors:

Mastering A	You display a deep understanding and expertise in the subject, demonstrating all of the key descriptors within the subject at Year 7/8 level. You can extend and apply your ideas effectively and demonstrate extended thinking beyond what is expected at this stage, mastering your learning.
Extending B	You demonstrate independently almost all of the key descriptors that reflect the expected standard of knowledge, understanding and skills within the subject at Year 7/8 level. You link and relate ideas effectively and consistently employ independent strategies for thinking and reasoning, extending your learning.
Securing C	You are able to demonstrate independently many of the key descriptors that reflect the expected standard of knowledge, understanding and skills within the subject at Year 7/8 level. You can link and relate ideas with increasing competence and demonstrate independence of thought, securing your learning.
Developing D	Your knowledge, understanding and skills are developing well within the subject at Year 7/8 level. You are demonstrating independently an increasing number of the key descriptors that reflect the expected standard at this stage. You are starting to link ideas and demonstrate increasing independence in your thinking.
Beginning E	You are beginning to demonstrate some of the key descriptors that reflect the expected standard for knowledge, understanding and skills within the subject at Year 7/8 level. You can recall and reproduce ideas.

Who can I speak to about Studies Grades? Please contact your child's class teachers about specific subjects. Contact your child's Tutor about overall progress. You can also speak to the Head of Year or relevant Head of Department.

Overall responsibility for Studies Grades: Ms J Davis (Assistant Head Academic) and Mr K Ryce (Senior Deputy Head).

Section 3c - The Curriculum

Studies Grades Information Year 9

In Year 9, students begin GCSE/IGCSE courses in Mathematics, English, Science, Religious Studies and MFL. In all other subjects, core GCSE/IGCSE skills are covered so students can make informed option choices and start Year 10 with a solid foundation for success. A learning target will be set at the beginning of the year, based on baseline tests and the professional judgment of teachers. Teachers will assess how well your child's knowledge and understanding is developing, as well as their skills in the subject area. Classwork, prep, assessments and tests will be used to decide how well a student is progressing in their learning.

The attainment grades are **linked** to the **GCSE 9-1 scale**:

Currently working at the level required by a student who would be expected to achieve the GCSE grade shown, if continued progress is made.

The criteria for each level is explained below in the descriptors:

Mastering A (GCSE 7/8/9)	You display a deep understanding and expertise in the subject, demonstrating all of the key descriptors within the subject at Year 9 level. You can extend and apply your ideas effectively and demonstrate extended thinking beyond what is expected at this stage, mastering your learning.
Extending B (GCSE 5/6)	You demonstrate independently almost all of the key descriptors that reflect the expected standard of knowledge, understanding and skills within the subject at Year 9 level. You link and relate ideas effectively and consistently employ independent strategies for thinking and reasoning, extending your learning.
Securing C (GCSE 4)	You are able to demonstrate independently many of the key descriptors that reflect the expected standard of knowledge, understanding and skills within the subject at Year 9 level. You can link and relate ideas with increasing competence and demonstrate independence of thought, securing your learning.
Developing D (GCSE 3)	Your knowledge, understanding and skills are developing well within the subject at Year 9 level. You are demonstrating independently an increasing number of the key descriptors that reflect the expected standard at this stage. You are starting to link ideas and demonstrate increasing independence in your thinking.
Beginning E (GCSE 1/2)	You are beginning to demonstrate some of the key descriptors that reflect the expected standard for knowledge, understanding and skills within the subject at Year 9 level. You can recall and reproduce ideas.

This will be the case for all GCSE/IGCSE subjects. EAL will use the following criteria:

Attainment Grades for EAL			
C1	Advanced	A2	Elementary
C2	Proficient	A1	Beginner
B2	Intermediate	Pre A1	Pre-Beginner
B1	Pre-Intermediate		

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Studies Grades Information Years 10 and 11

Students are assessed using the **GCSE/IGCSE 9-1 scale** in all subjects.

The attainment grades will therefore also be reported on the **GCSE /IGCSE 9-1 scale**, allowing you to monitor more effectively progress over time. A **target grade** will be set at the beginning of the year, based on baseline tests and the professional judgment of teachers.

Teachers will assess how well a student's knowledge and understanding is developing, as well as their skills in the subject area. Classwork, coursework, prep, assessments and tests will be used to decide how well a student is progressing in their learning.

Studies Grades indicate that a student is:

Currently working at the level required by a student who would be expected to achieve the GCSE grade shown, if continued progress is made.

This will be the case for all GCSE/IGCSE subjects.

EAL and Games will use the following criteria:

Attainment Grades for EAL		Attainment Grades for Games	
C1	Advanced	A	Well above the expected standard
C2	Proficient	B	Above the expected standard
B2	Intermediate	C	Meeting the expected standard
B1	Pre-Intermediate	D	Below the expected standard
A2	Elementary	E	Well below the expected standard
A1	Beginner		
Pre A1	Pre-Beginner		

Who can I speak to about Studies Grades? Please contact your child's class teachers about specific subjects. Contact your child's Tutor about overall progress. You can also speak to the Head of Year or relevant Head of Department.

Overall responsibility for Studies Grades: Ms J Davis (Assistant Head Academic) and Mr K Ryce (Senior Deputy Head).

Section 3c - The Curriculum

Studies Grades and Reporting Information Years 12 and 13

Students are assessed using the **A level scale: A-E grade in Year 12 and A*-E grade in Year 13** in most subjects.

The attainment grades will therefore also be reported on the **A level scale**, allowing you to monitor more effectively progress over time. A target grade will be set at the beginning of the year, based on GCSE results and teacher professional judgment.

Teachers will assess how well a student's knowledge and understanding is developing, as well as their skills in the subject area. Classwork, coursework, prep, assessments and tests will be used to decide how well a student is progressing in their learning.

Studies Grades for A levels: **A-E/A*-E**

Attainment grades are based on A-Level criteria and represent CURRENT level of performance.

ECDL, EPQ and Food Science and Nutrition will use the following criteria:

Attainment Grades for		Attainment Grades for EPQ		Attainment Grades for Food Science and Nutrition	
P	Pass	A	Making excellent progress towards completing their EPQ	D*	Distinction*
		B	Making good progress towards completing their EPQ	D	Distinction
		C	Making satisfactory progress towards completing their EPQ	M	Merit
		D	Making insufficient progress towards completing their EPQ	P	Pass
		E	Not making progress towards completing their EPQ and are in danger of failing the course		

EAL will use the following criteria:

Attainment Grades for EAL			
C1	Advanced	A2	Elementary
C2	Proficient	A1	Beginner
B2	Intermediate	Pre A1	Pre-Beginner
B1	Pre-Intermediate		

Students will receive a mid-year **Progress and Attainment Review**. This will indicate Studies Grades, internal assessment results and additional information, including progress towards target grades and attendance statistics.

Section 3c - The Curriculum

EAL Grade Descriptors

EAL Grade Descriptors using the ‘Common European Framework of Reference for Languages’.

Pre-Level A1: Pre-Beginner (Cambridge Starters)

Students are starting to learn English. They operate at word level. They can understand and answer simple questions with short answers. They often rely on the help of a more advanced learner for understanding.

Level A1: Beginner (Cambridge Movers)

Students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce themselves and others and can ask questions about personal details such as where they live, people they know and things they have. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Level A2: Elementary (Cambridge Key English Test)

Students can understand sentences and frequently used expressions related to areas of most immediate relevance (for example, very basic personal and family information, shopping, local geography, employment). They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. They can describe in simple terms aspects of their background, immediate environment and matters in areas of need.

Level B1: Pre-Intermediate (Cambridge Preliminary English Test)

Students can understand the main points faced with standard English encountered in work, school, leisure, and so on. They can deal with most situations likely to arise whilst travelling in an area where the language is spoken. They can produce simple connected text on topics, which are familiar, or of personal interest. They can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Level B2: Intermediate (Cambridge First Certificate in English)

Students can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialism. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. They can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Level C1: Advanced (Cambridge Certificate in Advanced English)

Students should be able to understand a wide range of demanding, longer texts, and recognise implicit meaning. They can express themselves fluently and spontaneously without much obvious searching for expressions. They can use language flexibly and effectively for social, academic and professional purposes. They can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Section 3c - The Curriculum


EAL Grade Descriptors

Level C2: Proficient (Cambridge Certificate of Proficiency)

Students can understand with ease virtually everything heard or read. They can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. They can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Section 3c - The Curriculum

Academic Calendar 2019-2020

 Ratcliffe College Academic Calendar 2019-2020 Autumn Term 2019			
Date	Studies Grades	Parents' Evening	Examinations
Friday 4 October	Year 7		
Monday 7 October		Year 7 Parents' Evening	
Friday 11 October	Years 8, 9, 10, 11, 12 and 13		
Thursday 17 October		Year 10 Parents' Evening	
Monday 4 November (week commencing) Wednesday 6 November			Internal Assessments For Year 12
Monday 11 November (week commencing) Wednesday 13 November		Sixth Form Options Information Evening	
Thursday 21 November		Year 12 Parents' Evening	Mock Examinations for Year 11 (until Wednesday 20 November)
Monday 25 November (week commencing) Thursday 28 November		Year 9 Parents' Evening	
Thursday 5 December		Year 11 Parents' Evening	Internal Assessments For Year 13
Friday 13 December	Years 7, 8, 9, 10, 11 and 12	Year 13 Parents' Evening	

Section 3c - The Curriculum

Academic Calendar 2019-2020

Spring Term 2020				
Date	Studies Grades	Parents' Evening	Progress and Attainment Review	Examinations
Thursday 9 January		Year 8 Parents' Evening		
Tuesday 14 January		Year 9 GCSE Options Information Evening		
Monday 20 January (week commencing)				Internal Assessments for Year 12
Friday 7 February			Year 11 Progress and Attainment Review	
Friday 14 February			Year 13 Progress and Attainment Review	Year 12 Assessment Results published to Parents
Monday 24 February				Mock Examinations for Year 13 (two weeks)
Thursday 5 March		Year 11 Parents' Evening		
Friday 6 March	Year 7			
Wednesday 11 March			Years 12 Progress and Attainment Review	
Tuesday 17 March	Year 10		Year 13 Progress and Attainment Review	
Wednesday 18 March				Year 13 Parents' Evening
Friday 20 March	Years 8 and 9			
Friday 27 March	Year 11			

Section 3c - The Curriculum

Academic Calendar 2019-2020

Summer Term 2020				
Date	Studies Grades	Parents' Evening	Progress and Attainment Review	Examinations
Tuesday 21 April (week commencing)				Year 10 Examinations
Tuesday 12 May				Years 7, 8 and 9 Examinations Year 10 Examination Results published to Parents
Thursday 14 May		Year 10 Parents' Evening		
Monday 1 June				Year 7 Examination Results published to Parents Year 12 End of Year Examinations
Wednesday 3 June		Year 7 Parents' Evening		
Tuesday 9 June			Year 8 End of Year Progress and Attainment Review	
Thursday 11 June		Year 8 Parents' Evening		
Monday 15 June			Year 9 End of Year Progress and Attainment Review	
Wednesday 17 June		Year 9 Parents' Evening		
Monday 22 June			Year 7 and Year 12 End of Year Progress and Attainment Reviews	
Tuesday 23 June		Year 12 Parents' Evening	Year 10 Progress and Attainment Review	
Wednesday 24 June				Public Examinations Contingency Day
Wednesday 1 July				BTEC End of Year Reports

Please note that all Studies Cards, Progress and Attainment Reviews and Examinations Results will be published for Parents via the Ratcliffe Parent App.

Section 3d - The Curriculum

Special Educational Needs

The School aims to identify Special Educational Needs and respond to enable children to make good progress and achieve their potential: in so doing, we help to nurture their sense of dignity and self-worth in accordance with the School's Mission Statement.

The School will do all that is reasonable in the case of each student to detect and deal appropriately with a learning difficulty which amounts to a special educational need. There are three members of the Learning Support staff professionally qualified to assess for the likelihood of dyslexia. However, staff may suggest to parents that an outside agency assessment may be more appropriate. Our staff are not qualified to make a medical diagnosis of conditions such as those commonly referred to as dyspraxia, or of other learning difficulties.

Students with a Specific Learning Difficulty may be allowed special arrangements, as appropriate, for entrance examinations. The School adheres to criteria laid down by the Joint Council for Qualifications in matters relating to Access Arrangements for examinations. Parents are asked to provide a current report (within 2 years) from an Educational Psychologist or other professional that clearly demonstrates that a student seeking Access Arrangements meets this strict criteria.

Students undergo various assessments on entry, the results of which can be used to identify the likelihood of a Specific Learning Difficulty. However, the screening tests available to the School are indicative only: they are not infallible. Parents will be notified if a screening test indicates that the student may have a learning difficulty. A formal assessment can be arranged by the School at the parents' expense or by the parents themselves.

For students identified as 'at risk', follow-up testing takes place and consultation with parents, as appropriate. Outside agencies are involved, as necessary, in the process of identification of need. When a child is identified as having a Special Educational Need their name is included on the Special Educational Needs Register. Assessment reports are circulated to appropriate staff in the Preparatory School or Senior School.

Learning Support is offered in Years 7-13. Wherever there are concerns about a child coping with the full curriculum on the grounds of his/her Special Educational Needs the decision to offer such support follows discussion between the Academic Deputy Head, Head of Preparatory School, and Special Needs Co-ordinator (after liaison with the Specialist Teacher and Class Teacher) and consultation with parents. Support may be provided by:-

- Years 7, 8 and 9 will take Learning Support in place of a second language.
- Years 10 and 11 have the choice of Learning Support in place of language options.
- Years 12 and 13 may attend drop-in sessions during private study lessons.

The decision to offer such an amended curriculum follows discussion between the Assistant or Deputy Heads Academic and the Special Educational Needs Co-ordinator, and consultation with parents.

Section 3d - The Curriculum

Special Educational Needs

Once a Special Educational Need has been identified, the School will endeavour to meet the needs of a student in so far as it reasonably possible. However, parents must recognise that the School may not always be able to meet all of the specific requirements to support a student with a Special Educational Need. A student's 'Green Sheet' will outline possible strategies that can be put in place to support a student's Special Educational Need. Arrangements for the provision of learning support for an individual are reviewed annually; changes at any other times are made following Reports or Studies Grades.

Where students have been formally assessed and identified as having a Special Educational Need, following consultation with parents, additional support may also be offered through Specialist Tuition, usually one lesson per week, which carries an additional charge to parents. Such arrangements are reviewed annually in consultation with parents.

Parents who wish to discuss their child's special educational needs should contact Ms E Johanson, Head of Learning Support/Special Educational Needs Co-ordinator, through the School Reception.

Section 3e - The Curriculum

English as an Additional Language

Introduction

The School tries to ensure, as far as possible, that students for whom English is an additional language are integrated into the School community and are able to make progress comparable to other students of similar ability.

Aims

- All EAL students should be able to:
 - use English confidently and competently;
 - use English as a means of learning across the curriculum;
 - make progress which is comparable to that of other students.
- To assist the integration of EAL students into the School community.
- To inform staff of the needs of students for whom English is an additional language.
- To support teachers in structuring lessons appropriately and using language in ways that support and stimulate development in English to meet the specific needs of students learning English as an additional language.
- To enable EAL students to acquire the necessary qualifications for access to U.K. universities, if appropriate.

Implementation

- Students for whom English is an additional language are required to provide a verifiable IELTS or ESOL certificate and statement of results as appropriate. This is to gain a better understanding of a student's overall language ability.
- Students undergo a baseline assessment of their proficiency in English in their first half-term.
- A profile of the students' ability in the four skills of Reading, Writing, Speaking and Listening is produced which also gives suggested strategies to support areas for development and individuals targets. This profile is circulated to the Housemaster/Housemistress, Heads of Department, Heads of Year, Form Tutors and Subject Teachers.
- An EAL register of all students for whom English is an additional language is used to record information and is published on the Staff Shared Area; students receiving specialist provision are highlighted on this list. Assessment reports are circulated to Heads of Year, Housemaster/Housemistress, student file and the teacher in charge of EAL.
- Assessment of English proficiency is carried out each term, or as appropriate.
- A copy of all School reports and studies assessments for EAL students is given to the teacher in charge of EAL.
- Progress of EAL students is monitored through a review of studies assessments, examination results and School reports.
- EAL students receive support through curriculum subjects to develop the four skills (Reading, Writing, Speaking and Listening).

Section 3e - The Curriculum

English as an Additional Language

- Specialist tuition is given to students in Years 7-13.
- In Year 7-8 EAL is offered in place of French or Spanish.
- In Year 9 EAL is offered in place of French.
- In Years 10 & 11, EAL is offered in place of a Modern Foreign Language.
- In Years 12 & 13, EAL is offered in the timetable. In the event of a subject clash it will be taught after school between 7.00pm and 9.00pm.

Section 3e - The Curriculum

Cultural Development

Cultural Development

Cultural development relates to the students recognising and celebrating their own culture and broadening their aspirations and horizons, whilst maintaining the balance between the two. It also encourages the valuing and celebrating the diversity of beliefs, other systems of social values and aesthetic experiences.

Aims of Cultural Development

The students will be able to:

- understand and respect their own culture;
- understand, respect and celebrate the diversity of other cultures and recognize any similarities to their own;
- view aspects of culture with open minds;

The promotion of Cultural Development is assimilated through the ethos of the School and will be the responsibility of all members of staff. There are many opportunities for this to happen within the curricular and co-curricular provision. Some of the ways in which this occurs are outlined below.

- planned units within all subject areas of the curriculum, where appropriate;
- opportunities in Music, Drama and Art;
- the PSHCE programme, e.g. visiting speakers and theatre companies;
- interaction with the local community;
- educational visits, e.g. concerts, theatres, museums;
- educational residential visits, e.g. retreats, Geography fieldwork, History trips;
- sporting fixtures with other schools;
- exploring other cultures through Music, MFL, Art, Drama, Food Technology and Dance;
- co-curricular clubs and societies;
- boarding trips, visits and events;



Section 3g - The Curriculum

The Nursery Library

Library

The Nursery has its own library, situated next to the Swans' Classroom. This houses a large variety of books, including Nursery Reading Schemes books, story books, story sacks and non-fiction topic related books to help inspire children's reading.

Home Reading

Children in the Nursery take home a book to share with their parents. Reading, is an important skill, which needs to be delivered not only at School but also in partnership with parents and other adults.

We expect all children to read at home. Parents' can help at every stage of reading, from children who are looking at picture books to those that are beginning to read.

In Cygnets, children will choose their own library book to take home. These are changed once or twice a week. As children begin to learn how to read they will be sent home with a reading scheme book. These are ideal for parents to listen to their children read. To make sure that books remain in good condition we provide each child with a book bag. Please make sure that books are taken care of at home, and that your child brings their book bag in daily.



Section 3g - The Curriculum

The Preparatory School Library

The Preparatory School has its own bright and welcoming library/reading room situated in the heart of the Preparatory School . This facility is central to learning and has many children’s fiction books. There are also topic related non-fiction books for pupils to use when researching class topics. All classes visit the library each week.

The Preparatory School has its own part-time Librarian.

Preparatory School pupils may bring a kindle to school for class or library reading time.

The Preparatory School does not have a system of library fines, **but books which are lost or not returned are charged to parents.**



Section 3g - The Curriculum

The Emery Library

The School Library is called the Emery Library. It is situated in the heart of the School, opposite the two main computer rooms. Open throughout the School day, it is run by Mrs M Williams. The library is also open to boarders during the evenings and at weekends. During the School day, the library is used by students for private study and by teachers with classes undertaking project work.

Students can visit the library during break times and lunchtime to do work or for quiet reading; the librarian is there to help students find a book or search for information. Computers are available in the library with access to the School network and to the Internet. It is expected during lesson time that a silent working atmosphere is maintained in the library.

There are over 10,000 books in the library, covering all subject areas. Subscriptions are also made to a number of periodicals, for example 'The Good Food Magazine' and 'National Geographic'; these are available for students to read in the library or to borrow.

Books can be searched using the computerised management system, 'Heritage', and can be borrowed for a period of four weeks. There are also DVDs and videos that can be borrowed on a short term loan. The School does not have a system of library fines, but books which are lost or not returned are charged to parents. The library also has a reference section which students are free to use but from which books cannot be borrowed.

The librarian, who discusses with Heads of Department suggested titles, purchases the library stock. However, students are also encouraged to recommend titles. Every term the librarian publishes a newsletter which gives information about new titles that have been purchased and also about the various competitions that run throughout the year.

Some academic departments also have their own library resources which students can access during private study lessons. Sixth Form students have access to library resources in the Rosmini Sixth Form Centre.



Section 3h - The Curriculum

The Rosmini Sixth Form Centre

The Rosmini Sixth Form Centre, named after Blessed Antonio Rosmini, the founder of the Rosminian Order, opened for use by students and staff in January 2007. With an upper floor wholly dedicated to independent academic study, including ICT accessibility and Wi-Fi, and ground floor areas providing for social and extra-curricular usage, the Centre provides a flagship modern setting for Sixth Form students.

The Centre has received many plaudits for its innovative design which has created a bright and airy working environment conducive to effective learning. The study area is supervised during the School day by Mrs H Grant, PA to the Head of Sixth Form and in the evenings by the Assistant Supervisor, Miss J Barron.

The Centre is also available for students to use at weekends:

Saturdays 9.00am to 10.00pm

Sundays 12:00pm to 9.00pm.

... and most weekdays during the School Holidays 9.00am to 4.00pm.

The library area within the Sixth Form Centre currently houses a stock of over 2,000 books, including a non-fiction area featuring text books and wider reading material to support A Level study. There are also reference books, DVDs and language videos, daily newspapers and periodicals, and a Careers Section specialising in information on Higher Education.



Section 3i - The Curriculum

Equipment & Stationery

During their time in the Preparatory School (Years 1 - 6), pupils will require the following equipment, marked with their name and Ratcliffe College number.

All years

- A small pencil case – soft rather than tin
 - HB pencils and a pencil sharpener
 - Coloured pencil crayons
 - Named water bottle
 - Glue (preferably the solid variety in a stick e.g. Pritt) - all Years
-
- An apron for painting - **Years 1 - 5**
 - Recorder - **Years 1 - 4**
 - 15cm and 30cm ruler - **Years 3 - 6**
 - A primary School calculator - **Years 3 - 6**
 - Rubber - **Years 4 - 6**
 - Berol handwriting pen/fountain pen (**blue ink**) - **Years 5 & 6**
 - 180° protractor - **Years 5 & 6**
 - Mathematical compass – **Years 5 & 6**

Exercise books are issued by the Class Teacher as necessary.

Please note that Tippex is not allowed!

We ask you to check regularly that your child has this equipment.



Section 3i - The Curriculum

Equipment and Stationery

Students in the Senior School must ensure that they bring the necessary equipment to lessons. It is recommended that students have the following:

- Pencil case (named)
- Pencils
- Pens
- Rulers (15cm and 30cm)
- Rubber
- Protractor/set square
- Compass
- Pencil sharpener
- Calculator
- Coloured pens/pencil crayons
- Pocket dictionary
- Glue stick (e.g. Pritt stick)
- Small scissors (blunt end design or in a protective wallet)
- Ink cartridges (if using a fountain pen)

Please note that correction fluid (e.g. Tippex) is not allowed.

Students are encouraged to carry a **reading book**, for quiet reading during Form time or if homework is completed before the end of the prep session.

Exercise books are provided by the School and file paper can be purchased from the School Shop.

Section 4 - Life Beyond the Classroom

The Co-Curricular Programme

Activities

Nursery children use and benefit from the School's first class facilities. There are opportunities for the youngest members of the School to receive specialist tuition in sport and performing arts. These activities incur an extra charge and payment details and arrangements for all of these activities are circulated separately. These clubs include Swimming, Ballet, LAMDA, a summer sport such as Tennis or Cricket. These activities take place after school.

Section 4 - Life Beyond the Classroom

The Co-Curricular Programme

Activities

A range of activities for pupils to participate in are offered throughout the year. Most take place at lunchtime and some before and after School. Details of activities are circulated to pupils and parents in the holiday mailing and activities begin in the second week of term. A list can be seen on the School website www.ratcliffcollege.com

A great deal of emphasis is placed on clubs and activities. Staff are dedicated to giving the pupils the opportunity to develop their talents and skills in numerous areas. We encourage all pupils to take part in at least one activity every week. Clubs on offer before school focus on music.

In addition, a programme of activities takes place after School. We have sporting teams for older students in rugby, cricket, netball, rounders, tennis, swimming and football, practices for which take place on a weekly basis. Other activities offered include cross-country, multi-activities, cookery and swimming training, along with several clubs where an additional charge is made.

Activities which incur an Extra Charge

Pupils have the opportunity of taking a number of other clubs within School: fencing, swimming lessons, tennis, ballet, LAMDA, Tae Kwon Do, Yoga and Dance. Payment details and arrangements for all of these activities are circulated separately.

Section 4 - Life Beyond the Classroom

The Co-Curricular Programme

The Co-Curricular Programme

THE BIG SIX

Co-Curricular activities are the life-blood of Ratcliffe College, complementing our academic programme. Opportunities extend well beyond the classroom. We passionately believe in the importance of a well-rounded education, giving everyone the opportunity to make new friends, develop new skills and interests, and have a lot of fun along the way!

The Co-Curricular Programme, revolves around our Big Six – Chaplaincy, Sport, Music, Drama, Combined Cadet Force and The Duke of Edinburgh’s Award.

At Ratcliffe we try to offer a variety of activities and we hope that you will support us by encouraging your child to participate in activities each term. Students in Years 7-9 are expected to select at least one lunchtime activity per week at the termly extra-curricular activities fair and attendance is compulsory for the whole term.

Activities take place at lunchtimes, after School, in the evenings and at weekends. The Deputy Head Pastoral has overall responsibility for the programme which is led by Mr P Gilchrist, who is the Co-Curricular Coordinator. A termly schedule of events is produced, the details of which are circulated to parents at the start of each term, and activities usually begin in the first week of term, with sporting practices always starting as soon as possible.

A programme of weekend trips and visits is also provided for boarding pupils, along with a variety of activities that take place at the College. Details of the weekend trips programme are published on the school website.

This section provides information about life beyond the classroom. It outlines some of the main co-curricular opportunities that exist for Senior School students. Students are encouraged to develop their interests and abilities outside of the classroom, to take full advantage of the many opportunities on offer. However, it is important for all pupils to have a balance between their academic life and their co-curricular activities.

Section 4 - Life Beyond the Classroom

House Competitions

House Competitions

There are four Houses - **Arundel, De Lisle, Emery and Leetham**. Each pupil is allocated to a House when they join the School. Siblings are usually placed in the same House and pupils transferring from the Preparatory School will retain their House membership. Each House is overseen by a House Guardian who is a member of the teaching staff. House Assemblies take place once a fortnight to celebrate pupil achievement and organise team lists for competitions.

The main purpose of the House system is to provide the structure for an annual competition for house points, in various co-curricular activities. Competitions of an academic, sporting and artistic nature take place throughout the School year; for example, in Mathematics, in cross-country and in music. A list of House Competitions is published in the School Calendar and on the School website www.ratcliffcollege.com.

These competitions all count towards the House Shield, which is awarded annually. All pupils are encouraged to take part in House competitions during the year as part of their commitment to the co-curricular programme.





Section 4 - Life Beyond the Classroom

Sport

Physical Education plays an important part in the extra curricular-programme. A major emphasis of the programme is including 'sport for all' alongside the pursuit of excellence and School representation in the major sports teams. These include rugby, boys' and girls' hockey, netball, football, cricket, tennis, rounders, swimming and athletics. Ratcliffe has a very strong reputation for the quality of its sports teams and all pupils are expected to join in. The School has a number of students who represent their County and also some who compete nationally. Practices take place after School, with Inter-School fixtures on Saturday mornings and afternoons and occasional mid-week matches. In addition, we try to offer a wide range of activities for pupils to enjoy, including basketball, badminton, fencing, golf and the use of the fitness suite (students in Year 10 and above), and swimming training, to name a few. The School also has a very active equestrian team that regularly competes in local and national competitions. Whether or not students are a beginner, an expert or keen to learn and improve, they are welcome to try any or all of the activities.

Being selected to represent the School in a sport is an honour and a privilege. If a student is selected for a team, the School expects that they will be available to represent the School in all fixtures. If there is a reason why a student cannot participate in a fixture, parents must let the School know by following the procedures set out below:

1. Firstly, a letter must be written by the student's parents to their sports coach, explaining the reason why their son/daughter is unable to play. This should be done at the earliest opportunity, and where possible, no later than **two weeks** prior to the fixture date. The sports coach will contact parents or, where a Graduate Assistant is the coach, the Head of that Sport will contact the parents to discuss the request.
2. If, in the unlikely event that agreement cannot be reached, the parents will then be required to communicate with the Director of Sport. The Director of Sport will discuss the request further to resolve the matter.
3. If the matter remains unresolved following a conversation with the Director of Sport, she will contact the Headmaster and share the request with him. The parents will then be asked to communicate their request to the Headmaster. The Headmaster may meet with parents to discuss the matter further or contact parents by letter or telephone.
4. Parents are respectfully reminded of their commitment to School Sport as outlined in the Parent Contract.

Section 4 - Life Beyond the Classroom

Chaplaincy, Voluntary Service and Combined Cadet Forces

Chaplaincy Group

Chaplaincy seeks to support the Christian life at the heart of the College, working broadly with staff and students in three ways. Firstly, it seeks to promote an **understanding of the faith**. Weekly Preparatory School, Wednesday Year Group and Friday Senior School Assemblies help to keep Rosminian spirituality at the fore, while candidates for Baptism, First Holy Communion and Confirmation all take Sacramental preparation. Secondly, Chaplaincy seeks to **celebrate the faith**, running class masses, retreats, and celebrating regular Masses during the week and on Sundays. Thirdly, Chaplaincy seeks to facilitate the **living of the faith** in the many and varied charitable causes supported by Ratcliffe staff, students and families. Led by Chaplaincy and Charity prefects, the student body is given many opportunities to use their talents to make positive contributions to their communities close at hand and further afield.

Voluntary Service

The School is keen to encourage students to involve themselves with its Voluntary Service programme, reinforcing the message that service to others is also of benefit to those who serve. Many students give their free time to help others, both within the School community and beyond. Some students provide assistance for staff and younger children in the Preparatory School. Others sort and distribute items for the Mother Teresa charity, help with the HCPT pilgrimage to Lourdes, help younger pupils through a St Vincent de Paul group or coach sport to other pupils. Voluntary service also takes place outside the School whenever possible. For example, each week a group of Sixth Form pupils visits Syston Community Centre to help local adults with learning difficulties.

Combined Cadet Forces (CCF)

Students from Year 9 upwards are invited to join the Combined Cadet Force. It meets every Tuesday evening and on occasional weekends. There are Field Days, involving visits to army training areas, and regular opportunities for RAF cadets to go flying.

The CCF has separate sections for Army and RAF. Students can open up new and exciting challenges for themselves, take on positions of responsibility and improve their leadership skills. They can become involved in learning how to operate a store and other administrative tasks, or planning and taking lessons on the 'recruit' or 'advanced' courses. Older students in the CCF can complete a BTEC award which focuses on testing the tasks carried out within the cadet force.

The CCF can be linked into the Duke of Edinburgh's Award Scheme as many of the skills overlap. Throughout the year there are opportunities to participate in hill walking, rock climbing, canoeing, sailing and other skills such as military exercises, first aid and the use of radios, to name but a few. The Combined Cadet Force is not just for those interested in a military career - it is for everyone.

Section 4 - Life Beyond the Classroom

Duke of Edinburgh's Award and Science Awards

The Duke of Edinburgh's Award (D of E)

The Duke of Edinburgh's Award is open to all students in Year 9 and above. It is a programme for young people that is known and recognised throughout the world. There are three levels to the programme - Bronze, Silver and Gold. At Bronze and Silver levels, pupils choose activities from four sections - volunteering, skills, physical and expedition. At Gold level, there is an additional section - residential. Individual challenge is the essence of the award, requiring assessed improvement from each student's own starting point. Students set their own goals and are accredited for each section.

The scheme encourages participation in a range of interesting, challenging and worthwhile activities. A student could become an actor, lead a team through open countryside, score goals for the county, spend a week on the high seas or make a real difference to the lives of others. Students are encouraged to develop their existing interests and to try new ones; the opportunities are endless. By participating in the Duke of Edinburgh's Award they learn, by experience, the skills required for success: commitment, enterprise and effort. They discover a great deal about themselves and come to appreciate the enjoyment of working with, and for, other people.

This is a very worthwhile activity and students are strongly encouraged to take advantage of the many benefits offered by the Award.

Science Awards

EES and Go4SET

Each year, if an Engineering company can be matched, a group of Year 12 Physics students aim towards their Gold CREST Award by working with a local company and university to develop an engineering based project. This is called the EES (Engineering Education Scheme).

There is also a national scheme for Year 9 students who are interested in engineering called Go4SET (Go for Science, Engineering and Technology). This competition raises the students' awareness of the importance of eco-friendly energy production, and through the submission of a written report, building a model of their design, and presenting their findings to a panel of judges, the students earn a Bronze Industrial Cadets Award.

British Physics Olympiad

The British Physics Olympiad (BPHO) is an initiative run by the University of Oxford that requires each participating student to sit an assessment that will test their understanding and problem solving skills. The BPHO aims to encourage the study of Physics and recognise excellence in young Physicists.

This competition is offered to Year 11 and Year 12 Physics students.

Section 4 - Life Beyond the Classroom

Science Awards and English Related Activities

Salters' Challenge

Salters' Challenge is a competitive, practical activity, for Year 8 students.

Top of the Bench

Top of the Bench is a national competition run by the RSC (Royal Society of Chemistry) for Year 9, 10 and 11 students. The competition begins with a quiz and lab activity, run by RSC Local Sections, to select a team to represent the section in the UK final the following year.

Chemistry Olympiad

The Chemistry Olympiad, another RSC competition, is a challenging written test of chemical knowledge, in which Gold, Silver and Bronze certificates are awarded to high-scoring students.

Cambridge Chemistry Challenge

The Cambridge Chemistry Challenge aims to stretch and challenge students interested in chemistry, and will provide an excellent experience for anyone considering taking their studies further.

British Biology Olympiad

The British Biology Olympiad challenges and stimulates students with an interest in Biology to expand and extend their talents. It enables students to demonstrate their knowledge and to be suitably rewarded and publicly recognised by the award of medals, certificates and other prizes.

Biology A' level fieldtrip

The Year 13 Biology A' level trip will enhance students' understanding within the field of Ecology.

English Related Activities

Beyond the classroom, there are opportunities for pupils to enjoy a range of subject-related activities. Theatre trips play a significant part in the life of the English Department, and pupils are also given the chance to take part in workshops given by outside speakers and theatre groups.

Debating is an increasingly popular activity and a lively debate group meets once a week. For those interested in Public Speaking, there is an opportunity to develop associated skills. The Poetry By Heart competition has also been a great success in the past.

Reading groups for all year groups are available at lunchtimes and are supported by enthusiastic staff members; the Carnegie Shadowing Group is particularly popular. In addition, creative writing is encouraged through internal and external competitions. Several of our students have enjoyed seeing their work in print.

Section 4 - Life Beyond the Classroom

Media, Clubs and Societies and Young Enterprise Scheme

Media

The Media Department organises a very popular and successful Film Club for Years 7-13, where students watch cult films of different genres and then take part in lively debate about them. Further to this, the Media Department also co-ordinates a group of School photographers drawn from students in Years 12-13. These students assist with the photographic recording of the various aspects of School year including sport, drama, music, House events and whole School events. Many of these photographs are used in School publications or are put on the School website to celebrate student achievement and record events.

The highlight of the Media Studies calendar is the Ratcliffe College 'Night at the Oscars'. Academic coursework for GCSE and A2 Level is nominated for a category award which is presented at an Oscar's style ceremony. The Media Mastermind House Competition is a further annual event, which is highly popular with students who seek to pit their film knowledge against their opponents.

Clubs and Societies

There are many clubs and societies that operate in the School. Activities on offer vary each term according to the particular expertise of staff or the particular interests of students. For example, opportunities have existed recently for students to play chess or attend puzzle club, to practise golf on the School's own mini-pitch and putt, to join in with the various competitions and quizzes in the Library or participate in the very successful Gospel choir or Warhammer clubs.

There are some activities and societies specifically for **Sixth Form students**, to help them broaden their knowledge and understanding beyond what they learn in the classroom. The outline for the various presentations can be found on the school website www.ratcliffecollege.com in the Sixth Form area.

Young Enterprise Scheme

This scheme provides an opportunity for students in Year 12 to gain a personal experience of how business works, to understand the role it plays in providing employment and creating prosperity and to prepare for working life. Students have the experience of running their own company, supported by volunteer advisors from the world of work.

Young Enterprise 'achievers' elect a board of directors for their company, raise share capital, market and finance a product or service of their own choice. Towards the end of their year, the group participate in the National Young Enterprise Competition. This involves producing a report, creating a trade stand, being interviewed by judges and presenting to a large unfamiliar audience. In recent years, students have won many awards for their products, trade stands and financial management at the County Finals stage. At the end of the year they liquidate their assets, hold an AGM and share out their profits. For students with initiative, an idea about a prospective product that could be produced and sold, with a view to making a profit, then Young Enterprise is the ideal forum for their talents.

Commitment to the Young Enterprise Scheme involves planning and preparation sessions in students own time and attendance at weekly board meetings, or activity meetings, usually after School on Wednesday.

Section 4 - Life Beyond the Classroom

Music, Drama and LAMDA

Music

The Music Department offers many opportunities for students to participate in musical activities, whether or not they are studying music at GCSE or A Level. The School Choir sings a wide range of music and, in addition to concert performances, works closely with the Chaplaincy Team in preparing music for special services.

Senior Orchestra offers the opportunity for instrumentalists to perform a varied and often challenging programme of music. The Senior String Ensemble, Wind Band and Brass Ensemble cater for musicians of all abilities and encourage students to enjoy playing music with other people. Regular workshop sessions allow students to follow their own interests, be it performing, composing, music ICT or music theory. In addition to ensemble work, the Music Department offers opportunities for soloists to perform at many School functions. These include recitals in the Autumn and the Spring Terms, and the ever-popular Picnic Concert in the Summer Term. Alongside the main ensembles, the department encourages students to form and rehearse their own groups using the department's facilities during lunch and prep times.

Instrumental Music Lessons

Students can have instrumental music lessons for which there is an extra charge. These are offered in piano, organ, voice, woodwind, brass, strings, guitars and percussion/drums. A letter detailing these lessons is sent to parents during the summer holidays.

Drama

For those who have an interest in drama, there are always many opportunities. Plays and performances are regularly put on in the School's theatre, usually within Year groups. The productions may be small-scale, one-act plays which students are performing as part of their examination syllabus, or large-scale productions. Rehearsals take place during lesson time, for drama students, and at weekends in the run-up to the performance. All productions, whatever their size, require a cast, a technical crew, a stage crew and lots of helpers. The skills of the theatre are skills that can be used well beyond School and all students can take advantage of the busy drama programme to make a valuable contribution.

There is a weekly afternoon Drama Club and Musical Theatre Club to which students of all years are welcome. Drama Club will work towards a production for the Shakespeare Schools Festival and Musical Theatre Club perform at various concerts throughout the year. It is run by one of the Drama teachers and 6th form students.

LAMDA

LAMDA stands for the London Academy of Music and Dramatic Art and is an enjoyable way for a child to build in self-confidence, preparing them for their future and teaching them invaluable life skills. LAMDA examinations are designed to develop a clear speaking voice and good body language. Students at Ratcliffe are given the opportunity to complete introductory examinations, which are designed to introduce learners to creative expression; as students progress, examinations are also offered in Speaking Verse and Prose, Acting, Devised Drama and Public Speaking. We have seen the number of LAMDA students more than double in the last year and examination results have been truly

Section 4 - Life Beyond the Classroom

Public Speaking and Debating Club

impressive. All students have received a pass grade and above, with the vast majority achieving merit and distinction. Examinations are held twice a year at Ratcliffe and all students are presented their results and certificates during Headmaster's Assembly. There has been a noticeable improvement in the speech competition held in the Preparatory School, with many of the finalists being LAMDA students. Teachers have commented on the improved levels of confidence of students in their normal lessons. LAMDA is taught after School, either on a one-to-one basis or as a shared lesson between two or three people. These lessons last half an hour and are available every week day. LAMDA workshops are also held on Monday, Tuesday and Wednesday lunchtime in the Preparatory School; these lessons comprise of six to eight children for a half-hour with two classes held each lunchtime. Payment details and timetable arrangements for LAMDA are circulated separately at the beginning of each term.

Public Speaking and Debating Club

Public Speaking and Debate is a dynamic co-curricular programme, which meets each Thursday at lunchtime to discuss the major issues of our society. The weekly proposition is set from students' interests, topical news subjects and political issues. Examples include 'The monarchy should be abolished', 'Brexit should not now happen', 'It is our duty to guard against climate change'.

The group is also proud to put forward a contestant for the Catenian Public Speaking Competition each year, which gives students further opportunity to perform in front of a variety of audiences.

The group also presents live performances across the year, including debates involving KS3, KS4 and KS5 in front of an audience of their peers. The House Public Speaking Championship is the highlight of the year, leading to the Public Speaking Championships in which Ratcliffe hosts a range of local schools in an exciting demonstration of verbal skill and dexterity.



Ratcliffe College, Fosse Way, Ratcliffe on the Wreake,
Leicestershire, LE7 4SG

Tel: +44 (0) 1509 817000
Fax: +44 (0) 1509 817004
www.ratcliffecollege.com