

Colyton Grammar School
SCHOOL AIMS

At Colyton Grammar School the well-being of the school community as a whole is of primary importance.

The school has a tradition of high academic expectation, nurtured by a culture which values achievement in all activities and supports fully the development of each student to achieve success, gain self-confidence and be equipped as independent learners, ready to take their place as responsible 21st century citizens.

AIMS	EXAMPLES OF GOOD PRACTICE	EVIDENCE
<ul style="list-style-type: none"> • Our principal aim is to advance high quality learning that enables all students to fulfil their intellectual potential, moral and emotional development. <p>The further aims of the school are:</p> <ul style="list-style-type: none"> • To provide high quality teaching that challenges students and equips them for life by encouraging enquiry, originality and creativity in a positive atmosphere. • To provide an environment that enables students to learn and teachers to teach effectively • To promote and recognise high standards of achievement in all spheres of activity. 	<ul style="list-style-type: none"> • Diagnostic/formative assessment; target setting. • Progression in students' learning. • High expectation of presentation and behaviour. • Wide range of tasks that develop independent research skills. • Use of appropriate and rigorous teaching methods and styles. • Wide range of extra-curricular activities such as music, drama, public speaking, sports. • Code of conduct and ethos that encourages good discipline. • Working environment that is well resourced and fully equipped. • Effective use of rewards and sanctions • Expectation that every student will realise their full academic potential. • Consistent, regular and formative work. • Effective use of rewards 	<ul style="list-style-type: none"> • Comments on students' work are regular and helpful. • Students' work; schemes of work. • Whole school and departmental policies used effectively and consistently. • Schemes of work. Effective use of library to support curriculum. • Department policies and schemes of work, lesson observations, effective programme of Professional Development. • List of activities, high levels of participation. • Punctuality, politeness and respect. Orderly movement around school. Orderly start and end to lessons. • Display policy, regular, effective displays of students' work. Lack of "clutter" in classroom; uniformity of furniture that is well maintained. • Sanctions rarely need to be repeated. • Use of target setting and achievement of targets in examinations. • Effective department marking policies; standardised assessment. • Monitoring of use. Public acknowledgement and celebration of success.

AIMS	EXAMPLES OF GOOD PRACTICE	EVIDENCE
<ul style="list-style-type: none"> • To promote an ability to form successful relationships characterised by an understanding of the needs of other, tolerance, trust and the valuing of our own, and others ability. • To broaden horizons and to promote an interest in the local community and the wide world in all its cultural diversity. • To develop physical and emotional health and a sense of the importance of morality and personal responsibility. • To encourage discernment, good judgement and self-discipline. • To provide equality of opportunity for all 	<ul style="list-style-type: none"> • Rigorous and successful tutorial programme. • Supportive and effective liaison between pastoral and curriculum staff and parents. • No tolerance of inappropriate behaviour, bullying or verbal abuse. • Opportunities for raising awareness of contemporary history, politics, culture and the arts and spiritual and religious belief. • Developing links with other schools, HE, local business, residents of the area. • Health education across the curriculum. • Extra-curricular opportunities for sports activities. • Assemblies that have a moral and spiritual dimension and reflect school ethos. • Opportunities in lessons for reflection, awe and spiritual awareness. • Opportunities for students both in lessons and other situation to aim their views and have them critically debated. • Encouragement of effective work habits amongst students. • Situations that demand the use of reasoned argument combined with sensitivity and tolerance. • Tasks, resources and teaching styles that avoid the use of stereotypes. • Awareness of differences in performance by, for example, gender. (Examinations, lesson participation, rewards and commendations.) 	<ul style="list-style-type: none"> • Structured scheme of work that indicated progression. Students acquire collaborative skill and demonstrate respect for everyone in the school community. • Systems in place that communicate relevant information quickly. • Behaviour policies are consistently applied; guaranteed response to bullying. • Tutorial programme, schemes of work, assemblies, newspapers/periodicals in library. Regular, purposeful visits (eg French Exchange). • Programme of contacts that is carefully planned and regularly reviewed. • Schemes of work. Effective health and safety practices. • Wide range of activities and high rates of participation. • Regular review of content of assemblies. • Quality of discussion. Work requiring evidence of empathy. • Schemes of work; evidence of responsive and articulate contributions to lessons. An active and productive School Forum. • Effective use of organisers/planners. Marking practices that expect students to meet deadlines and maintain high standards of presentation. • Schemes of work (eg analysis of experimental data, analysis of written text). • Schemes of work. Analyses of resources and of students' responses (written and spoken). • Analyses of performance.