PASTORAL CARE

Our Pastoral Care System supports both the academic progress of the student and his/her social and personal development. We understand that happy children will thrive at TBGS, so our priority is to create a settled, caring, atmosphere where they feel secure and are motivated to fulfill their potential.

At the heart of our pastoral structure is the **House system**.

The main objectives of the House System are:

- To help students stay safe, be healthy, enjoy school and achieve their potential.
- To foster greater involvement in the life of the school
- To enrich the school's sporting and cultural life
- To develop a greater sense of community
- To provide senior students with greater opportunity to take responsibility and to develop qualities of leadership.

At times, specific, or targeted, support may be needed in order for your son/daughter to continue to thrive. This support may be provided by us, or in conjunction with external agencies. For more information on the range of support available please visit the '**Pastoral Care'** section of our school website and click on the tabs for more information.

Academic Structure

The academic structure is one of Departments. These consist of Art; Computing; English; Geography; History; Mathematics; Modern Languages; Music; PE; Philosophy & Applied Ethics; Science; Technology.

The following gives details of subjects studied at Key Stage 3. During Year 9 there will be an Options Evening to give details of courses offered in Key Stage 4.

Curriculum Overview

BASED ON A FORTNIGHTLY TIMETABLE OF X 50 ONE-HOUR PERIODS - 25 PERIODS PER WEEK

YEAR 7:	ENGLISH	6	HISTORY	3
	MATHS	7	MUSIC	2
	SCIENCE	6	P.E.	5
	ART	2	PHILOSOPHY & APPLIED ETHICS	3
	COMPUTING	2	TECHNOLOGY	4
	GEOGRAPHY	4		
	SPANISH	6		
YEAR 8:	ENGLISH	6	SPANISH	4
	MATHS	7	HISTORY	3
	SCIENCE	6	MUSIC	2
	ART	2	P.E.	1
	COMPUTING	2	PHILOSOPHY & APPLIED ETHICS	3
	GERMAN/MANDARIN	4	TECHNOLOGY	3
	GEOGRAPHY	3	GAMES	4
YEAR 9:	ENGLISH	6	HISTORY	4
	MATHS	6	MUSIC	2
	SCIENCE	6	P.E.	1
	ART	2	PHILOSOPHY & APPLIED ETHICS	3
	COMPUTING	2	TECHNOLOGY	3
	GERMAN/MANDARIN	4	GAMES	4
	GEOGRAPHY	3		
	SPANISH	4		

MID TERM REVIEW GRADES

Throughout the year, your son will receive feedback on their classroom performance in each subject. Alongside information on academic progress, staff will report on the following two reporting categories:

1. Behaviour For Learning (BFL)

This grade indicates the extent to which the student's **behaviour** positively supports their own learning and that of other students.

Grade	What it means	BFL
1	Exceptional	Outstanding behaviour and your son will often go 'above and beyond' expectations.
2	Good	Behaviour is good at all times.
3	Requires improvement	There are specific issues which will have been indicated by staff and need to be resolved by the student taking responsibility for his own behaviour.
4	Serious cause for concern	Intervention will be required in order to set your son's behaviour back on track.

These grades establish clear expectations for classroom behaviour and allow us to identify and support concerns should they arise.

*For grades 3 and 4, staff will use a code to indicate why they may not be achieving their potential at this point in the year.

***The full criteria for performance grades are available to parents on the 'reporting' section of our school website.**

2. Attitude To Learning (ATL)

This grade indicates the extent to which the student is actively demonstrating positive attitudes within the subject which support their own learning and progress.

Grade	What it means	ATL Example Descriptor
1	Exceptional	Your son has a very positive attitude towards his learning. He uses mistakes to help him progress. He is independent and puts in a great deal of effort to overcome learning obstacles.
2	Good	Your son has a good attitude towards learning. With encouragement, he learns from his mistakes. He is becoming more resilient and more willing to challenge himself in class.
3	Requires improvement from the pupil	Your son is working towards learning from his mistakes in class, but still finds this difficult. He is aware that his effort levels need to be higher, and should take strides to address this. He needs to challenge himself more in lessons.
4	Serious cause for concern	Intervention will be required in order to set your son's resilience and effort levels back on track.

These grades incorporate growth mindset principles that focus on how individuals respond when making mistakes in lessons; and how resilient and independent they are when learning.

*For grades 3 and 4, staff will use a code to provide some additional information. Examples of this are your son needing to be more resilient in his learning; needing to take responsibility for his organisation, learning and homework, or improving his effort levels.

*The full criteria for performance grades are available to parents in the 'reporting' section of our school website

RECOGNSING ACHIEVEMENT

Commendations are awarded within subjects for a variety of reasons (each department will have their own criteria)

KS3

Certificates are awarded for reaching certain milestones:

X10 commendations - Bronze award

X25 commendations – Silver award

X50 commendations - Gold

X100 commendations - Centurion Award

KS4

X10 commendations – A free school meal voucher – Valid for Chip Friday

X25 commendations –Movie Time – Centenary Hall/Popcorn/ afternoon viewing.

X50 commendations – A half day from school – visit to the beach and free time

X100 commendations – Head teachers Award

Commendation Kings – Electronic leader board – displayed on all computer screens and in reception for one week (every 4 weeks when reports are available). The top 3 students in each House recognised across the year groups

Overall winners board – Bespoke achievements board recognising Centurions and the top three commendation Kings in each Year group.

Departmental Rewards

Praise calls – Teachers may phone parents to personally congratulate their son/daughter's achievements.

Special Recognition Postcards – Handwritten postcards sent directly to parents. Students are unaware and receive this as a surprise. Postcards are unique & designed by departments – themes relevant to the work they produce.

Certificates of Merit – Awarded by teaching staff for subject excellence. Certificates are awarded at the end of the school year.

Pastoral Prizes

Consistent Across House Groups, but recognised in different ways.

1. **Mid Term Review Grades** – Each House rewards students from the following criteria:
   - Most improved Mid Term Review Grades
   - Top performers from each year group

Rewards include – praise calls/postcards/letters home/House pens

2. **Attainment**
   Outstanding achievement/progress across a number of subjects to be rewarded with praise calls/postcards/letters home/House pens/trophies

3. **Commendations**
   Certificates awarded publicly in tutor rooms and House assemblies

Whole School Rewards

Student of The Week – Awarded for individual **excellence, integrity** or **leadership**. Students are presented with a certificate during the Headteacher's assembly and this is displayed in the main school corridor throughout the term.

Accelerated Reader Prizes – Coordinated by English department

Celebration Evening – To recognise exceptional **Progress**, **Endeavour** and **Personal Success** with a select group of prize winners. Staff and parents are invited to share this special occasion held in our Centenary Hall.

TBGS Newsletter – Special recognition through regular newsletter entries

Other

Extra-Curricular/Clubs & Societies – Full & Half colours for regular attendance and achievement

Duke of Edinburgh Award – Bronze/Silver/Gold

HOMEWORK – 'A mindset for excellence'

Homework is an essential part of the curriculum. Not only does it consolidate and extend work done in the classroom but it also helps your son to develop the ability to work on his own.

We do not have a homework timetable, but you will be able to see what homework has been set through the Brom Com Student App/Portal.

High Challenge with High Support

We are committed to encouraging each one of our students to reach his full academic potential. Homework forms an integral part of his education and generates a variety of worthwhile learning exercises additional to those provided in school so he can discipline his mind, research, revise, manage time and prepare. Consequently, it is incumbent upon the teaching staff to ensure that such work is completed and is handed in on time. It goes without saying, that we expect students to complete homework to a standard which demonstrates that the task set by the subject teacher has been given due attention.

At times, staff may be unhappy with a student's homework, so they will notify parents/carers immediately if there is a problem. A homework default will be issued and placed on your son's Brom Com profile. Notification will be sent home and shared with your son's tutor and Head of House. Your son's tutor will discuss this default during the registration period. If three parental contacts are made in a term, regardless of subject(s), then the student will be placed in a three-hour Saturday morning detention (or equivalent) and will be supported to overcome this barrier to learning.

What follows are the circumstances which would usually lead to parental contact occurring:

All subjects

- poor quality homework where minimal effort has been expended.
- failure to hand in a piece of work after two requests.
- two late submissions of work per half term.

SAFEGUARDING

Torquay Boys' Grammar School takes seriously its responsibility to safeguard and promote the welfare of all of the students and young people in its care. To this end we work in partnership with parents/carers and agencies to share information and coordinate support where necessary.

Statements about or allegations of abuse or neglect made by adults or children will always be taken seriously and acted upon promptly. Our school will also support all of our students by:

- encouraging the development of self-esteem and resilience in every aspect of school life whilst tackling bullying.
- promoting a caring, safe and positive environment.
- promoting e-safety.

Where possible, concerns about children are discussed with parents and carers in the first instances unless to do so would place the pupil at increased risk of significant harm.

The name of the Senior Designated Lead with overall responsibility for safeguarding is Mr S Lyne-Ley (Deputy Headteacher) who can be reached on 01803 615501 Extension 250 or on slyneley@tbgs.torbay.sch.uk.

Please feel free to contact him to discuss any safeguarding issue.

In the event of Mr Lyne-Ley being uncontactable concerns should be referred to the Deputy Designated Lead, Mrs Charlotte Pitocco, or any other member of the teaching staff.

If there is an allegation about adults who work in Torquay Boys' Grammar School this should be directed to Mr J Hunt (Headteacher).

In the event of an allegation being made about the Headteacher this should be directed to the Chair of Governors.

Further details about the school's safeguarding policies and procedures can be found on the school's website.