
Student Handbook

2021 - 2022



ASHFORD SCHOOL

Inspiring Minds



Welcome and Introduction

We are pleased and excited to welcome you to the Senior School. It is a busy and vibrant place where pupils are allowed and encouraged to be themselves. Year after year, pupils take advantage of the wide range of opportunities available to them at the Senior School and how their engagement with these opportunities – in both the curriculum and the co-curriculum – has enabled them to become the authentic, rounded, successful individual they are when they leave the School at the end of Year 13. We expect all our pupils to apply themselves with equal vigour and wholeheartedness in all areas of school life and to embrace fully the opportunities on offer. Prerequisites for all our pupils are a sense of adventure, a readiness to welcome every challenge and the willingness to embrace and celebrate the achievements of others, as well as your own.

The world you will be living in at the end of your school career is, like you, ever-changing and evolving; with your cooperation and the expert guidance from all the staff at Ashford School – along with the support you receive at home – we will help prepare you in the best and broadest way possible for the wider world at the end of your time with us.

If ever you find yourself stuck or uncertain of your next step, just ask: there is always somebody here who can help. There are a large number of staff whose role it is to support and look after you.

We very much look forward to watching your progress and successes here over the coming years.

Good luck and enjoy it!

Michael Hall
Headmaster
Ashford School



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Ashford School Learning Habits

Independence

This means we

- Take responsibility for our own learning
- Take full advantage of the opportunities we are given
- Ask ourselves what we can do better, and are proactive in making improvements

Resilience

This means we

- Rise to new challenges, and take risks with new things
- Respond constructively to criticism, and embrace failure as a route to success
- Strike a balance between aspiration and acceptance

Scholarship and Curiosity

This means we

- Think creatively and critically
- Pursue depth of understanding, and question the simple answer
- Welcome reasoned debate, and communicate our ideas effectively

Tolerance and Collaboration

This means we

- Are courteous, polite and encouraging at all times
- Welcome the ideas and perspectives of others
- Hold our own views up to scrutiny and are prepared to modify our opinions

Creativity

This means we

- Are adventurous with the disciplines we try and the tasks we do
- Read widely and develop our opinions broadly
- Celebrate original and imaginative thought, and emulate it wherever possible

Reflection and Responsibility

This means we

- Think about the needs and contributions of our peers not just ourselves
- Examine our own behaviour, to ensure we act with measured confidence and self-assurance
- Look critically at our place in the school community and what can be done to improve it



Section 1 – The School Day

Timings of the Senior School Day

08:00	Reception and Somerville Library open
08:30 to 08:35	Registration
08:40 to 09:25	Period 1
09:30 to 10:15	Period 2
10:20 to 11:05	Period 3
11:05 to 11:25	Break
11:25 to 12:10	Period 4
12:15 to 13:00	Period 5
13:00 to 13:50	LUNCH
13:50 to 13:55	Registration
13:55 to 14:10	Extended registration/Assembly
14:15 to 15:00	Period 6
15:05 to 15:50	Period 7
15:55 to 16:40	Period 8 - Activity
16:40 to 17:30	Period 9 - Extended Activity
17:30	Reception closes
18:00	Somerville Library closes

Monday	13:55 to 14:10	Whole School Assembly
Wednesday	13:55 to 14:10	House Assembly
Friday	13:55 to 14:10	Whole School Assembly

Pupils not allocated to an after school co-curricular activity can go home at 15:50. If unable to be collected at 15:50, supervision is provided until 18:00 and this will take place in the Somerville Library where possible. If they choose to take advantage of the facilities provided in Somerville Library, they should work quietly and purposefully on a specific task. Once a pupil leaves the school site, s/he should not return unless for an official school engagement.

School hours and pupil access to the school buildings

The Senior School's opening hours are from 07:45 – 18:00, Monday to Friday, and pupils will not have access to the main school buildings before 07:45. Arrangements for pupils who wish or need to arrive before 07:45 are as follows:

Early Risers

For pupils who arrive at School between 07:30 and 07:45 a remotely supervised environment is provided in the Refectory (access gained via the Refectory Pedestrian Gate). There is no associated charge for this facility.

Atrium

We hope to re-open The Atrium from September 2021. The Atrium sells a selection of reasonably priced hot and cold drinks and snacks. It is open from 09:00 – 17:00 Monday – Friday, closing briefly from 12:15 to 12:45.



Food and drink must be consumed in the Atrium, the Refectory or outside only, and should not be taken into other areas of the school.

Beyond 18:00

If you are delayed unexpectedly in collecting your child, please ring the School Reception (01233 625171) to alert us and we will arrange for your child to be supervised in one of the boarding houses. Equally, if you know in advance that your child cannot be collected until after 18:00 on a specific date, please let us know in advance and we will make a suitable arrangement.

Academic Year 2021 2022

Autumn Term 2021

New Boarders to arrive between 12:00 and 17:00 on Thursday 2 September, including current boarders moving into Year 12.

New Pupil Induction: Friday 3 September

Current boarders to return between 10:00 and 17:00 on Sunday 5 September.

Term Commences 08:30 Monday 6 September

Half Term 16:30 Friday 15 October to Sunday 31 October

Term Commences 08:30 Monday 1 November

Term Finishes 12:00 Friday 17 December

Spring Term 2022

Boarders to return on Wednesday 5 January - The boarding houses will open at 12:00

Term Commences 08:30 Thursday 6 January

Half Term 16:30 Friday 11 February to Sunday 20 February

Term Commences 08:30 Monday 21 February

Term Finishes 12:00 Friday 1 April

Summer Term 2022

Boarders to return on Tuesday 19 April – The boarding houses will open at 12:00

Term Commences 08:30 Wednesday 20 April

Half Term 16:30 Friday 27 May to Sunday 5 June

Term Commences 08:30 Monday 6 June

Term Finishes 16:00 Friday 8 July

All students are expected to stay for the duration of each term. Boarders travel arrangements must be made outside of the school terms. In order to have sufficient time for travel to the airport (usually Heathrow or Gatwick) and to check in, a student needs to leave Ashford School five hours before their flight time. Therefore, a student should not fly on any plane before 17:00 when term ends at midday or before 21:00 when term ends at 16:00. Boarders are able to stay in the boarding houses for the night of the last day of a term or half term for no additional charge. This is to assist in the booking of suitable flights so that students do not miss any schooling. However, this must be arranged with the boarder's Houseparent in advance. The boarding houses will close at 10:00 the following morning.

Boarders are expected to return the day before term starts in order to be ready for the beginning of term.

Junior Boarders to return by 18:30 at the end of a half term break.

Senior Boarders to return by 20:30 at the end of a half term break.



Section 2 – Around the School

Rewards and Sanctions

Children thrive on praise and positive reinforcement and acknowledgement of good work and exemplary behaviour is at the centre of our system of rewards and sanctions. This may be communicated verbally to the pupil concerned, their Tutor and Head of House and / or their parents.

In addition to this, Commendations are awarded by staff and are given for good work or effort. 10 commendations result in the presentation of an Atrium Commendation Voucher - students are able to choose from a range of healthy snacks and drinks.

Student achievements, both in and out of school are also celebrated in House Meetings and Whole School Assemblies and publicly in the school newsletter, on our website and social media and in the local press. Parents are encouraged to let us know about pupil achievements outside school. Sixth Form students are given a range of privileges in line with their status and these are published in the Sixth Form Handbook.

Exceptional achievements within the school year are celebrated at the end each term during Awards Assemblies, and at the end of the school year in the Prize Giving ceremony to which all staff, pupils and parents are invited.

Rewards

Commendations are given for showing effort and achievement above and beyond expectations in their full school life. Once a pupil has collected 10 commendations they will receive an Atrium Commendation Token from their Head of House. The token can be exchanged for a drink and a snack of the pupil's choice in the Atrium.

Sanctions

All pupils may be awarded a Detention for inappropriate behaviour, poor or incomplete work. There are three levels of detentions;

- | | |
|---------|---|
| Level 1 | 30min detention served at lunchtime. No notice need be given. |
| Level 2 | 60min detention served on Friday from 16:40-17:40 (a minimum of 24 hours notice is given to parents). |
| Level 3 | 120min detention served on Saturday. (A minimum of 24 hours notice is given to parents). |

Detentions are recorded on the pupil's record and an accumulation of detentions may lead to an escalation of the sanction, including exclusion from all or part of the School's activities. **Detentions take precedence over all other activities.**

Exclusion

Pupils are only excluded from school in extreme circumstances and decisions about exclusions are made by the Headmaster. A pupil may be excluded for repeated offences or serious cases of anti-social behaviour or behaviour that brings the school into disrepute. A pupil may be internally or externally excluded from school and staff will be asked to supply work for the pupil to do during their time away from school. On their return to school, an excluded pupil will be seen by the Headmaster or the Senior Deputy Head (Senior School).



Bullying

Bullying occurs in every school but we are fortunate enough to work and study in an environment where bullying is relatively rare. We define bullying as the wilful, conscious desire to hurt or threaten someone. It happens when an individual (or group of individuals) goes out of its way **deliberately** to threaten, frighten, abuse or hurt someone else physically or emotionally. Sometimes it occurs between two individuals in isolation but it can also take place in the presence of others. It is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. The action is **repeated over time** and victims find it difficult to defend themselves. This might include physical bullying or thoughtless, boisterous behaviour, verbal bullying, excluding another pupil or cyberbullying.

Suspected bullying incidents can be reported by students using a link on their Surface Go desktop. When we are alerted to cases of suspected bullying the matter will be dealt with sensitively and with respect to what is in the best interests of the victim and the bully. The victim will be counselled and may be given strategies to cope with bullying behaviour. Members of the peer group may well be brought in to help support the victim. A pupil who has been bullying another child will be spoken to by their Head of House and the senior staff in charge of their year group, their parents will be informed and a written warning may be issued. Any pupil who is clearly unable to respect the rights of others to get on with their education may ultimately be asked to leave the school.

If you have real concerns about the behaviour of another child towards your own please let us know straight away, no matter how minor. We will then have a log of events in case of any escalation. It is very difficult to address issues retrospectively. Please keep a log of any events and keep us informed. Any texts, social media posts or emails should be kept. (Screen shots can be taken).

Please also be aware that situations are often more complex than they seem at first, especially when you only hear one side of the story.

Cyberbullying

Cyberbullying is the use of modern technologies like mobile phones, gaming consoles and the internet to bully another person.

Cyberbullying can take the form of threats and intimidation; stalking and harassing, prejudice based bullying, exclusion, theft of identity or exploiting personal images and information.

For most children, cyberbullying will take the form of unpleasant text messages on their mobile phones or of conversations in chatrooms or on social networking sites where they are excluded or are the target of unpleasant comments.

Cyberbullying is particularly unpleasant because it encroaches on the parts of our children's worlds that we have traditionally deemed to be safe—because our children have 24/7 access to technology, bullies wishing to exploit this have unlimited access to their victims. Because of this, the school is obliged to get involved even when incidents have occurred out of school time if they have affected another member of the school community.

Cyberbullying also allows the perpetrators a degree of perceived anonymity and this can lead to a quick escalation of unpleasantness. It can also lead to bystanders unwittingly becoming involved in the way that face to face bullying simply didn't.



Cyberbullies and their victims also have a much better grasp of the new technologies at their disposal than many parents and teachers and this allows many of them free rein until the victim feels that they can tell someone. Unfortunately, for many victims, telling is not an option.

First and foremost, it's essential that you do some homework and get to grips with the technology that surrounds your child. Understand the dangers and the benefits, but most of all, understand how to control the risk and limit the sharing of information that makes your child vulnerable. Avoid the temptation to take access to technology away: for most children this will ensure that they don't share their fears with you for fear of the consequences.

Talk to your child about the risks and allow them to take control of making themselves safer. Show them where to get help if they need it.

If the worst happens, collect evidence and tell the appropriate people.

The school's anti-bullying policy is available on the school website or on request from the Head's PA.

Weapons, Illegal Drugs, Alcohol and Tobacco

Pupils bringing any of the above into the school or its environs will be dealt with by the Senior Deputy Head (Senior School) or the Headmaster of Ashford School. Any pupil caught in possession of the above should expect to be excluded.

Ashford School Code of Conduct

These are the principles which students are expected to apply to the many situations they face daily. All students are expected to:

*show commitment to learning;
be honest, considerate and courteous to others;
contribute with enthusiasm and to the best of their ability;
show respect for themselves and for their environment;
promote the reputation of the School.*

School Rules

The rules that follow are designed to promote the safety, effective working and well-being of all. They apply whilst at school, to/from school and whenever an individual represents the School.

Attendance

- All students are expected to attend school for the full duration of each term.
- Term dates are published in advance and must be observed.
- Permission will only exceptionally be given for individual variation, in advance, from the Senior Deputy Head of the Senior School.
- Routine medical and dental appointments should be arranged outside of School hours.
- Sporting fixtures and other activities take place at weekends as well as mid-week. To view up to date information on sports fixtures please visit our Sports Website: www.ashfordschoolsport.co.uk . If you are selected you are required to participate.
- If you leave School during the day you must report to the School Reception to sign out/in as you depart/return.



- If you are absent, your parent should phone on each morning of absence (01233 625171); absences lasting more than one day will need to be supported by a written explanation (given to the Form Tutor) irrespective of the age of the student.
- You are expected to arrive at school by registration at 08:30. Students who arrive after the registers close at 08:40 must report to the School Reception.
- If you become ill during the school day you should go to the Health Centre.
- If illness or injury means you cannot participate in games, swimming or physical education you must bring a signed note from your parent explaining the reasons.
- Deliberate absence from lessons or any other aspect of school life is a serious matter and will be treated as such.

Appearance

- You must be well turned out at all times and your appearance should not be ostentatious.
- You must wear the uniform or games kit specified by the School and your clothes should be clean, in good repair and worn properly.
- Blazers are to be worn to and from school and during the school day but may be removed in lessons.
- Your hair must be tidy; its length, colour and style should be acceptable to the Senior Leaders of the School. Makeup and jewellery are not permitted in Years 7-11 with the exception of a single small stud earring in each ear for girls; skirts should reach the knee.

Behaviour and Relationships

- Eating and drinking are permitted only in the Atrium and Refectory or on the benches outside; food must not be removed from the Refectory. You must not bring chewing gum to school.
- Mobile phones should not routinely be used for communication during the school day; pupils may ask to use the phones in Reception as necessary.
- The possession at school of any of the following is forbidden: alcohol, tobacco (including e-cigarettes and vapes), illegal drugs (including so-called legal highs and drug paraphernalia), fireworks or any offensive weapon; betting and playing for money are also forbidden.
- All forms of bullying are unacceptable. Bullying occurs when one person consciously and repeatedly makes another person ill at ease or unhappy.
- Bullying can be both physical and psychological. Bullying may jeopardise the perpetrator's place in the School.
- Public displays of intimacy are not normally acceptable. Sexual activity between pupils is not acceptable and will normally lead to the pupils involved being asked to leave the School.

Safety

- You must make your safety and that of others a priority. You must take particular care when crossing East Hill and when going into the town or to the station.
- Driving or cycling to/from School is permitted with written parental permission and once the appropriate documentation has been completed. If cycling to school we advise you to wear a helmet. Your bike must be in full working order and by law, if cycling in the dark, must be fitted with lights. It is your parents' responsibility to ensure that you are competent, properly equipped and knowledgeable.
- Due to space restrictions, parking is not generally available on the school grounds.
- You must adhere to area-specific safety rules, such as the swimming pool, sports equipment, laboratories, workshops etc.



Bounds

During the school day all students are expected to remain on the school site. Sixth Form students may go into town at lunchtime. Any pupil who does go off-site at lunchtime must sign out and back in again in Reception. Unless directly supervised, pupils on site after 16:30 must be in the Learning Centre, which closes at 18:00.

Property and Security

- All your property should be marked with your name and kept in your locker when not in use. The School is not responsible for valuables that have not been secured. Lost property is stored in Reception; check with the School Office to search for it.
- Damage should be reported to the School Office without delay. You may be liable for any damage caused.
- Separate guidelines are published which clarify the particular obligations applying to Sixth Form students and boarders.

The Headmaster of Ashford School has the authority, after proper consideration, to exclude any student from the School for a serious or repeated failure to observe these rules, or whose attendance, punctuality or academic progress is unsatisfactory, and to judge on the acceptability of variations not covered.

Computer Room Rules and Guidelines

When pupils are in classrooms with computers they must abide by these simple rules. Pupils must not:

- Talk loudly or disturb others from working
- Eat or drink
- Install any software or download games or other large files onto the school network
- Copy other students' files
- Use the computer facilities for anything other than work
- Play games
- Download and store inappropriate material on the School network

Pupils must adhere to the Ashford School Acceptable Use Policy.

If pupils do not follow these rules they may be excluded from using the computing facilities and have their school personal device removed, will be subject to the disciplinary procedure and/or suspended. Due to occasional computer crashes or power failures, pupils should always save their work as they go along, otherwise it may be lost. Pupils should save this work to their one drive. Any work saved to the desktop will be to be lost.

Transferring work Home

Every Student has an Office 365 account and should use this to transfer work home. The network and Office 365 is backed up and work will be secure; however, if pupils do not ensure it is saved in the OneDrive, the School has no responsibility for lost work.

BYOD Rules

In order for pupils to connect their laptop to the school they must abide these simple rules:

- Pupils will not attempt to gain unauthorised access to any other computer.
- Pupils will not make any attempt to modify the internet connection or interfere with other internet connections.
- The connection to the internet is for their personal use by their personal device.



- Pupils will make no attempt to extend this facility to other computers.
- Pupils will not configure or attach any service of any description to the network to provide any services to others (for example WWW servers, FTP servers, BOOTP/DHCP servers etc).
- Pupils will ensure that their computer is secure including the use of virus updates and scanning.
- The School is not an ISP and provides restricted internet access.
- The School will not take responsibility for any damage/loss that pupils incur as a direct result, or otherwise, of this connection.
- While every effort will be made to maintain network service, the school is unable to guarantee access at all times.
- Any failure to comply with the above rules will result in the termination of the service and invoking of the School disciplinary procedures.
- In addition to these rules pupils must also agree to be running a copy of the windows operating system or Apple OSX. This can be either **Microsoft Windows 10 at least Version 1909 and above**
- or **MAC OS X at least 10.13 High Sierra and above.**
- They must also make sure that the operating system is up-to-date with the latest security updates and service packs.

1 to 1 Surface Go Tablets

In order for pupils to connect their Surface Go's to the school's network students must abide by these simple rules:

- Students must enrol and not try to remove the school's MDM Management system InTune
- Students should not install any inappropriate age-related apps
- Students must abide by all the above BYOD rules when using their Surface Go's

Surface Go Safety and Awareness

All students on the 1:1 Surface Go scheme will be responsible for the use of their tablets both in school and at home. They have been offered to the children to enrich their learning and development. The students will adhere to the following:

- All Surface Go tablets will be labelled with the student's name and must not be removed.
- All students must keep their box and ensure that their Surface Go tablets are in their cases. Any Surface Go's in alternative cases will invalidate the insurance claim.
- Any breakage on the Surface Go tablet must be claimed and actioned within the 14-day insurance period.
- It is expected that all students will have their Surface Go charged and ready for the next day.
- If the Surface Go tablet is left in school, it must be padlocked in a locker.
- All students are advised not to use their Surface Go tablets in the streets or on public transport.
- All Surface Go tablets must be placed top up on the desk at all times.
- There is no social media in school social apps are restricted with school wifi.
- It is not acceptable to video or take photos of people unless permission is granted. By no means distribute this content without their permission. Failure to abide by this will lead to serious consequences.



- Any students found taking part in unsafe internet activities, such as cyberbullying, sexting, online grooming etc., will be dealt with according to school policy and, where relevant the law.
- The Surface Go tablets are School's learning tools and are to be used with respect.
- The same ICT rules that apply to the computers and laptop use will also apply to the use of the Surface Go's tablets.
- Although the surface is insured if the Surface is broken too many times the student may be charged.
- The Surface should never be left unattended, if it is it should be kept in a safe locked location.
- The School reserves the right to remove a pupil's Surface Go tablet at any time should the situation warrant it.

Permitted usage of mobile phones

Mobile free zones are corridors, classrooms, Refectory and refectory queue. These restrictions apply throughout the day, including break and lunchtime. Pupils can expect phones to be confiscated on first sight in these areas.

Mobile phones can be used in the atrium and outside the school buildings if necessary. Sixth formers working in Somerville Library may use their mobile phones to aid work or listen to music while they study. Obviously, if mobiles seem to be distracting them from their work then please do discuss this with them.

Pupils may use their mobile phones in school under the direction and supervision of a teacher for educational reasons or appropriate usage as agreed with a teacher.

Pupils should refrain from lending their phones to others or using other people's phones. If a call needs to be made to make arrangements about collection, or in an emergency, and a pupil does not have a phone or any battery left on their phone, then the school reception will be happy to help.

Sanctions and misuse

A pupil who uses their mobile phone without the permission of a teacher or is seen with their phone in a Mobile Free Zone will have their phone confiscated and held in Reception until the end of the school day.

A pupil who misuses their mobile phone, for example using it for bullying, taking photographs of members of the school without their consent and/or knowledge or to access inappropriate material will be punished according to the sanctions in the school's Behaviour and Discipline Policy, Anti-bullying Policy and, in serious cases, according to the Expulsion, Removal and Review Policy.

A reminder of Mobile Free Zones

- Classrooms
- Corridors
- Refectory
- Refectory queue

Phones will be confiscated if they are seen in these areas

Full details may be found in the '[Acceptable Use for Mobile Phones for Pupils Document](#)'



The Somerville Library

The Somerville Library is a valuable resource for students and staff. We stock a wide selection of fiction and non-fiction books and DVDs, and our librarians are available to help with any questions about our resources and about research in general. In addition to the main collection, online library resources are available on the School's website. A regularly updated collection of eBooks and audiobooks can be accessed using the Sora app or the OverDrive eBooks shortcut on the Surface Go desktop.

The Somerville Library is open Monday to Friday from 08:00–18:00. It is a quiet area where students can study and read. The top floor is for Sixth Form study and is out of bounds to Years 7-11.

Food and drink, except for water, must not be brought into the Somerville Library. Books and DVDs should be issued at the librarians' desks on the ground and first floors. Library materials are not to be removed without being issued.

Books may be borrowed for a period of four weeks. DVDs may be borrowed for a period of 3 days. Items may be renewed unless required by another borrower. Years 7, 8 and 9 may borrow up to 4 items at any one time. Years 10 and 11 may borrow up to 6 items. Years 12 and 13 may borrow up to 10 items. Students will be charged the full replacement cost of any lost or damaged items.

All library materials should be returned to the locked Returns box on the ground floor or to the librarians.

The Somerville Library is a place of study and should NOT be used as a Common Room. This includes break and lunchtime. Students should work in silence on all floors and pass through quietly when going to classes. The doors on the ground floor nearest to Coronation are for staff use only.

Section 3 – Academic

Curriculum

The curriculum offered at all stages of the School is reviewed each year. What follows are the current arrangements and we cannot guarantee that all subjects will continue to be offered in the future. The Deputy Head (Academic) has overall responsibility for the quality of these areas, and for the curriculum. Please note that the curriculum runs on a two week timetable for all key stages.

Key Stage 3 Curriculum

In Year 7 to 9, all students study: English, Mathematics, Biology, Chemistry, Physics, History, Geography, Religious Studies, Art, Drama, Design and Technology, Computer Studies, Food Studies, Music, Physical Education. In Year 7 pupils follow a carousel of French, German and Spanish for half a term each. Then, for the second half of the year they choose one language. In Year 8 they start a second Modern Foreign Language, both of which they continue through Year 9. During Year 9, GCSE options are discussed, advice is given and students start making decisions about GCSE subjects during the Spring Term. (See Key Stage 4 Curriculum below.)

Throughout KS3, Learning Support is provided for pupils who require specialist support, usually in the form of individual help. Some students are withdrawn from the study of one Modern Foreign Language in order to work on English literacy skills.



Some students, for whom English is not their mother tongue, study only one Modern Foreign Language in KS3 and receive English as an Additional Language support to improve their English.

Key Stage 4 Curriculum

Subjects studied lead to full GCSE qualifications. All students study English Language, Mathematics and separate Sciences (leading to either two or three GCSE certificates) and most study English Literature. Nearly all students take at least one Modern Foreign Language. Option blocks are structured to guide students towards breadth and balance, and these blocks are subject to change every year.

If you have concerns about the curriculum, teaching or your son or daughter's progress which cannot be resolved by his/her form tutor, please contact the relevant Head of Section.

Key Stage 5 Curriculum

Subjects studied lead to A Level qualifications. The BTEC qualification is studied in PE only. Most students study three A level subjects. Study periods are included to allow for independent study.

PSHE Curriculum

The Personal Social Health Education Curriculum is delivered to all Year groups by form Tutors in period 1 on Fridays. For more information on this please go to page 27.

The Parent Portal

The Parent Portal is a secure website which allows parents to have access to their children's information, read school reports and much more. You will be invited to join during the first few weeks of term, at the beginning of the academic year. All pupil reports, whether at the Prep or Senior School, can be accessed via the same login.

If you experience any problems, please contact mis@ashfordschool.co.uk.

E-Learning

As our children are advancing in digital technology, the way they work, think and act have had profound effects on the way they learn. In education, these changes have offered both teachers and students unlimited creative opportunities. E-Learning, put simply, enables our students to learn anytime, anyhow and anywhere.

At Ashford School we provide all students in Years 7 to 11 with school Surface Go tablets. We ask pupils to take responsibility for bringing their tablets charged to every lesson.

Learning Management System (LMS)

Ashford School uses the Microsoft Office 365 ecosystem which includes many applications such as Email, Calendar, Powerpoint, Excel, One Note, Teams etc. Through a cloud based, streamlined process, teachers will use the Teams app to upload documents, distribute resources, set homework and collect assignments digitally. In return, students have access to the various productivity applications to complete their assignments, keep track of their homework and/or view class based video materials.



Office 365 is available to any computer, smart phone or tablet connected to the internet, and the school provides facilities for pupils to use it and other software programs at break, lunch times and after school.

Homework Policy

All students in Year 7 to 11 are given a two-week homework timetable at the beginning of the academic year. The homework timetable shows the homework subjects a student complete on a particular day. The homework timetable has to be read in conjunction with the individual student's school timetable.

To help Year 7 settle in, they will not receive homework for the first 3 weeks of the academic year. For the rest of the first half term they will commence English, Science, Mathematics and MFL homework. After half term they will receive homework in all subjects.

In Year 7, pupils should spend up to 30 minutes for English and Maths homework tasks. The target time for all other subjects in Year 7 is 20 minutes per homework and for Years 8 and 9 is 30 minutes for all homework.

The number of homeworks per week depends on the subject but it is common to have to do homework for three or four subjects per day. If a student finds the homework is taking much more or much less than the allocated time, they should let the subject teacher or Form Tutor know.

All homework will be set on Office 365 Teams, along with any documents or links they may require. Pupils must complete and submit their homework when work is completed to manage their Teams Assignments area.

The teachers of practical subjects do not set homework every week. The subject teacher will decide when students are to have homework in these subjects.

There is a homework timetable in place for Years 10 and 11. For these year groups the time for each subject is more flexible, but a student should aim to study for at least 1 hour in each subject per week outside lesson times.

Homework is an important part of school work

The central purpose of homework is to enhance the learning of our pupils. It gives opportunities for work which is independent of the teachers, although subject to their guidance, and may use materials, sources of information and resources not readily available within lessons. It is viewed as part of the partnership the school has with parents in the education of their children and, therefore, their interest and support is welcomed. We will ensure that we will set meaningful tasks and avoid setting homework for the sake of it.

The diverse purposes of homework include:

- Encouraging pupils to develop the practice of independent study.
- Developing perseverance and self-discipline.
- Allowing practice and reinforcement of skills learned in the classroom.
- Enabling more ground to be covered and more rapid progress made.
- Enabling class work to concentrate on those activities which require the teacher's presence.
- Consolidating and extending work done in lessons.
- Preparing for the next lesson.



- Opening up areas of study and making possible the use of materials and sources of information that are not accessible in the classroom.
- Training students to meet deadlines.

Part of being an effective student is to ensure that work is done on time and to the best of the student's ability. Students are expected to meet deadlines and produce high quality, well presented work.

All homework set will be marked by teachers with appropriate comments, or monitored in some other way (for example, by a vocabulary test). Sometimes students will have extended pieces of work to complete (for example: essays in English or Art work). In this case, the teacher will explain when the work will be returned. Some homework is marked electronically. Verbal feedback is encouraged and will at times replace written feedback. Pupils will receive a separate effort grade during the reporting cycle for work done in class and work done out of the classroom. We want all pupils to be independent learners taking responsibility for their work.

Sometimes students might find that they are out late on school business (for example; a sports fixture or a concert); if they have been unable to complete the work and think that they have a reasonable excuse they should bring to school a signed note from their parents. They will still have to catch up with the work at another time, which should be discussed with the teacher. If a student knows that they are not going to be able to complete the work, they must see the teacher at least a day in advance to ask for more time.

How to deal with problems with homework

There are many people who can be approached for help:

- the individual teacher or another teacher of that subject. Teachers are always willing to give guidance; they may not be able to help immediately but a student can arrange a time to see the teacher
- the student's Tutor or Head of House may be able to help directly or give advice
- the librarian will indicate where to find useful resources; the Somerville Library is open from 08:00 to 18:00 Monday to Friday, before and after school
- parents want to help their children to succeed and are interested in what they are doing; students are encouraged to use their parents' expertise to help to search out required information
- Students are urged not to leave their homework until the last minute.

The role of parents

Ashford School is keen for parents to take an interest in and offer encouragement to their sons and daughters in completing homework tasks without putting inappropriate or unnecessary pressure upon their children or taking their responsibility for their learning away from them. In particular, the school hopes that they will support their children in working at home by providing quiet space and time.

If your child is regularly struggling to finish homework according to the allocation, please let their Form Tutor know.

Younger boarders are supported by the provision of supervised prep times.



Reading at Ashford

Reading regularly is vitally important and one way for KS3 and KS4 pupils to do this is to take part in the **Ashford School Reading Challenge**, where pupils get to drive their own reading goals. Pupils will be asked in lessons to create reading goals for the year, such as 'This term I will read a classic such as Little Women' or 'This term I will read a book from the fantasy genre'. Once pupils have completed their goal, their teacher or the School Librarians will sign this off.

When pupils have read five books, they receive a Bronze Award; for ten novels, pupils gain a Silver Award; those who complete fifteen novels will gain a Gold Award and for those who complete 20 books a Platinum Award. Some pupils then go on to read ten more novels to complete the Diamond Reading Challenge. The Reading Challenge runs from 1 October 2021 to 1 June 2022 and the school will give prizes for pupils who have earned awards.

We recommend pupils select books from the Reading Challenge lists in order to ensure they are reading books which are suitable for their age group, although this is by no means meant to restrict other interests they might have. The School Librarians upload fiction book lists for each year group on to the Somerville Library website, and regularly update them. There is a wide range of genres available from mystery, romance, adventure and fantasy, and books range from modern novels to more challenging 19th century texts.

This year we have refreshed our cocurricular KS5 non-fiction collection in Somerville Library. All subjects have contributed to this, and students should be able to discover an extensive range of texts connected to their subject. Keep an eye out for the KS3 collection that will be extended next year!

During each term we have dedicated time to reading in form time which is called DEAR (Drop Everything and Read). This is an opportunity for all students and staff to take some time for their mental wellbeing during the busy school day. Pupils are expected to bring their book with them, preferable avoiding devices during this time.

The Somerville Library has also invested in the SORA reading app, where there are a vast amount of EBooks available for students to read on their devices. The Somerville Library is also willing to order books are not have available in the library for students to read.

The Classroom Code of Conduct

So that everyone has the same opportunity to do their best in lessons, pupils will;

- Arrive on time and organise themselves in the classroom in a sensible manner (i.e. no running or rushing for particular desks/seats).
- Be quiet and attentive when the teacher wants to start the lesson.
- Arrive with all textbooks, exercise books and other equipment such as homework diaries that are needed.
- Listen carefully to instructions.
- Complete all tasks that the teacher has set carefully and thoroughly.
- Listen in silence and be attentive whenever the teacher is instructing/explaining/talking. It is vital to recognise that interrupting an adult when they are speaking is rude and unfair to others who are trying to listen.
- Listen carefully and respectfully when peers are asking questions or offering answers.
- Seek the teacher's permission to contribute to class discussion by raising a hand so that everyone has the chance to speak.



- Complete all homework by the given date. If there is a problem, the teacher should be told in advance.
- Not swear or use abusive language as this is unacceptable and also upsets people.
- Tidy up after themselves at the end of the lesson so that the room is ready for the next class.
- Wait quietly behind seats at the end of the lesson and wait to be dismissed.
- Not bring food or chewing gum into the lessons.
- Make sure they are neat and tidy at the end of the lesson and leave the class with blazers on, respecting the school uniform code.

Setting Information

When students join the Senior School, we have a variety of different data to help us to determine in which set to place them.

We receive baseline information on all students, either from our own Prep School or from the other feeder junior schools. Because of the wide range of feeder schools, the information which we receive is not standardised across the board. By the end of the Michaelmas Term, all Year 7 students will do MIDYIS tests. These are a series of baseline tests used nationally in many schools and they give us an indication of the level of each student for each subject. They also indicate how students will perform so these are a good indicator of future performance. We use this data to inform our target setting and tracking for individual students.

Over the summer holidays we work on the setting of all students. The most important factor to bear in mind when considering setting is that we place students in the sets where we feel that they will be able to achieve the most. Teachers work hard to challenge every student no matter what the set, and our aim is to enable all students to exceed expectations as far as academic progress is concerned.

We review all teaching groups as a matter of course at half term in the Michaelmas Term, and make adjustments when it is felt that students are wrongly placed within a particular group. Parents are always informed of group changes for their son or daughter.

Learning Support

Learning Support is available to anyone who needs it. Need is assessed by the Head of Learning Support. Any support considered necessary may take the form of help from subject staff, the Learning Support Assistant or the Head of Learning Support. Sometimes help is given for a very short time or a programme of intervention is followed (usually in the case of a specific learning difficulty) over a number of years. Pupils may be invited to attend Learning Support sessions, or may go and discuss a problem with the Head of Learning Support at any time.

EAL Support

Every pupil who does not have English as his/her first language is assessed in the first week of school. The English as an Additional Language Department advises exactly how much English support is necessary for a pupil to access the curriculum, and organises lessons based on the student's needs and their timetable.



Section 4 – Things to Do

Activities

We aim to inspire students both in and out of the classroom and at Ashford School activities are an integral part of the school curriculum. Whilst some activities are scheduled before school or at lunchtime, most take place during period 7 of the school day. The details of all available activities are displayed on SOCS, with pupils using this system to sign up for their activities each term. All pupils are expected to engage in the co-curricular programme although the requirements slightly differ for each year group.

Years 7 and 8 pupils are typically in school until 16:40 every day. They will have 2 games afternoons (Wednesday and Friday), and are expected to take part in activities on the other 3 days.

Year 9 pupils are expected to sign up for and attend 5 activities per week. For some, this will result in them attending an activity until 16:40 each day. However, activities that extend beyond 17:00 may count as a double activity. This will result in many pupils being free to leave school at 15:50 on a maximum of 2 days per week. Pupils in year 9 will be enrolled in the Duke of Edinburgh Award programme at Bronze level and attend the weekly D of E activity session for one term before completing their practice and qualifying expeditions at the end of the Summer term.

Year 10 pupils are expected to sign up for and attend 3 activities per week. Pupils may leave school at 15:50 on the two days they do not have an activity. Activities that extend beyond 17:00 can count as a double activity. Therefore, some pupils may be free to leave school at 15:50 on 3 days per week.

Year 11 and 12 pupils will either be selected for one or more of the many representative music, drama or sport groups (e.g Orchestra, school production, hockey 1st XI) or will sign up for and attend at least 1 of the following;

- A sports activity that extends beyond 17:00
- A music activity that extends beyond 17:00
- School drama production
- Amnesty International
- Combined Cadet Force
- Debating
- Duke of Edinburgh Award
- Young Enterprise
- Volunteering

All teachers at Ashford School are involved in the activities programme and some activities are run by external coaches. The activity programme is an opportunity for the teachers to share their interests and passions with pupils and for pupils to try something different. The activities offered vary throughout the year, and pupils choose their activities on a termly basis.

EduTrips

Parents are asked to complete online consent forms for every trip in which your son/daughter is to participate. These are generated and sent out by an online programme called EduTrip. You will be asked for your consent and then for some medical and emergency contact details for your



son/daughter in order for them to attend the particular trip. This information along with relevant risk assessments is taken on the trip by the trip leader in case of emergencies and then securely destroyed on their safe return.

Music at Ashford School

Music at Ashford School plays an important part of the daily life of many of our students. We provide a wide range of activities both as part of the curriculum and in the Co-curricular programme, supported by our excellent team of instrumental teachers.

Pupils with promising voices are invited to join one or more of our singing groups. They take part in our end of term concerts, as well as singing at the Carols by Candlelight Christmas Service, and the two termly services in Church.

Our more advanced ensembles perform more challenging music and for this reason admission to these prestigious groups is generally by invitation/instrumental teacher recommendation. Other groups are open to all players and cater for beginners as well as for the more skilled students, including members of staff.

All groups perform at a range of concerts and performances through the year. Our Senior Music Scholars and our Junior Music Scholars take part in two dedicated evenings, mainly as soloists. Our popular Christmas, Spring and Summer concerts give all of our musicians' opportunities to perform.

Other music ensembles and activities include:

- Training Orchestra: to stretch our younger players and is open to any beginner instrumentalists.
- Ashford School Orchestra – by invitation, players from about Grade 4 upwards
- Ashford School Choir (Please speak to the Director of Music before signing up for this activity)
- Vocal Ensemble (for advance singers, invitation only)
- Jazz Band (jazz ensemble, advanced players, invitation only)
- String Ensemble (for more advanced string players, invitation only)
- A variety of Chamber Music groups are supported by music staff and are arranged on an ad hoc basis.
- A major Senior Musical production, working closely with the Drama Department.
- Junior Musical / Drama production, working closely with the Drama Department.
- Ashford School also hosts two ensembles which draw players from other local schools as well as here: the Ashford Youth Jazz Orchestra and the Ashford Guitar Ensemble.

The Music Department is always delighted to hear from new players so if you would like your son or daughter to play or sing in one of the advanced ensembles, please do not hesitate to contact us and we will happily arrange an audition.

Students in Year 7 learn a musical instrument as part of our Instrumental Scheme – taught by professional instrumental teachers as part of our KS3 curriculum. They then perform at an informal musical performance towards the end of the Academic Year.

The Music Department also has a wide range of other activities: performances in the community, in festivals, projects with other local schools and workshops with visiting professional musicians. We also undertake trips to concerts and other events.



Instrumental Lessons at Ashford School

Music lessons on almost any musical instrument are available at Ashford Senior School. To start lessons, please complete the application form which is available from the Performing Arts Department and the school office and return to the Performing Arts Department Administrator. Guidelines and details regarding payment for instrumental music lessons are included on the application form. Students continuing instrumental lessons from Ashford Prep School at Great Chart should complete the enclosed application form for lessons at Ashford Senior School. Thereafter, lessons will continue from term to term unless a term's notice of the intention to stop lessons is received in writing. There is no need to re-apply for lessons at the start of each school year.

At Ashford School (in common with all major independent schools), instrumental music lessons take place on a rota basis during class time: if a pupil misses a few minutes of a lesson in one week, they will be absent from part of a different lesson the following week. Evidence has shown that this system in no way impedes academic progress – in fact, Scientific evidence has concluded that learning an instrument significantly improves brain function – so parents may be reassured that the Instrumental Programme supports and enhances all aspects of student learning, as well as giving children an opportunity to develop their creative side and grow in confidence when performing.

Drama

Drama within the school curriculum is integral in ensuring your child develops their communication, collaboration, and creative skills. It is built to give students the opportunities to explore diverse themes and contexts, allowing them to stretch their imagination and work innovatively.

During KS3, students take part in one lesson per week in Drama. Students develop their performance and presentation skills through thematic and play-text exploration. Touching on the origins of Greek Drama, the morality plays of the middle-ages, Shakespeare, contemporary comedy, and Drama for camera - the curriculum really covers the historical and cultural significance of Drama from a worldly perspective. Students study various influential practitioners, theatrical styles and forms, as well as developing devised and organic Drama from stimulus. This is teamed with the strengthening of performance skills, developing vocal and physical dexterity. This then progresses throughout the years leading them to option for Drama at GCSE and A Level.

During GCSE students have six lessons per fortnight. The GCSE course is broken into three major areas. The first area is Devising Theatre, which involves developing, refining and performing a piece of theatre, devised from a set stimulus. The second area is Presenting & Performing texts, which allows students to focus on a full play-text with a 'page to stage' mind set, considering textual, performance and design demands in their realisation of the piece. The third area is a written paper which asks students to respond to a range of questions as an Actor, Director, Designer and Audience member - this covers one complete set-text and a live theatre review component.

Drama and Theatre A Level is a highly progressive course with clear aims and intentions of broadening the practical and written skills of those already in place. Over the course of the two years, students' study, analyse, practically explore, perform, and evaluate the effectiveness of five set texts. Students are given the opportunity to be independent and creative by devising their own piece of theatre in a specific style. They also have the opportunity to take part in various professional workshops, trips and theatre visits to aid their development and understanding of Drama and the Theatre.



At Ashford School we aim to encourage all pupils to participate in some form of Drama, be it on or off stage. We have Drama clubs running across all years, a musical and a play that are performed annually, Speech & Drama recitals, and showcase and scratch performances throughout the year. We also run a Technical Theatre Club and Scholars club, for those students who are wanting to hone specific skills to support their curriculum learning in Drama.

There is also the possibility of taking private lessons, and entering candidates for festivals and examinations. If you would like to apply for private Speech and Drama lessons please complete the application form which available from the Performing Arts Department and the school office and return to the Performing Arts Department Administrator.

Whatever aspect of Drama you are interested in, we are sure there will be something for you. We foster and expect a 'company mindset' in all aspects of the Drama Department. Collaboration and Creativity are the two learning habits that particularly make involvement in Drama such a fun and enjoyable experience.

Sporting Activities

In our curriculum programme all students in years 7-10 have timetabled PE and Years 7 to 13 have Games lessons. Although a flexible programme, our pupils will have the opportunity to experience activities on the following list during their timetabled PE lessons:

- Health related fitness/ Fitness profiling
- Gymnastics
- Dance
- Basketball
- Racquet sports - Tennis and Badminton
- Swimming, Waterpolo and Personal Survival/ Lifesaving
- Fencing
- Athletics

Our Games programme allows us to concentrate on the main team games and prepare our students for participation in either inter-school fixtures or our inter-house competition. The main team games we offer are:

Boys:	Girls:
Rugby	Hockey
Hockey	Netball
Cricket	Cricket

Upon entry to the Sixth Form, despite a reduction in curriculum time, we strongly encourage all students to take an active role in the sporting life of the school. During our senior games afternoon years 11-13 are either coached in their main team game as relevant for the term, or allowed to pick from one of the optional activities:

- Badminton
- Dance
- Health related fitness
- Tennis
- Swimming
- Fencing



- Basketball
- Soccer
- Squash
- Sports Acrobatics

Senior pupils also receive a Health and Wellbeing lesson every Tuesday. As part of this, pupils can select from the optional activities below depending upon the options that term:

- Wellbeing Programme
- Mindfulness and Yoga
- Outdoor Education
- First Aid Qualification
- Lifelong Recreational Activities

To supplement our PE and Games curriculum provision, we also have a well-established and extensive co-curricular programme that offers a vast range of activities both at lunchtime and after school.

In addition to training sessions for each of the main team games we also offer the following:

- Cross Country/ Running Club
- Fencing
- Basketball
- Swim Squad
- Pentathlon
- Waterpolo
- Fitness Room
- Tennis
- Touch Rugby
- Indoor Hockey
- Badminton
- Table Tennis

PE and Games are an integral part of the Curriculum and all pupils are expected to participate. Correct School PE kit needs to be worn for lessons, practices and matches and this should be named and taken home to be washed and checked on a weekly basis. Lost and Found items are kept by the PE department or handed into Reception. Do come and check before buying new kit! Limited storage facilities for PE kit bags are available in the bag storerooms.

Section 5 – Pastoral

Pastoral Care

At Ashford School we are dedicated to ensuring that all pupils feel safe, cared for and happy. Pastoral care and safeguarding the pupils are at the centre of what we do every day and are so much more than just a policy. We listen, we notice and we communicate. A happy child will succeed – happiness breeds success. We have a robust pastoral structure to ensure every child feels fully supported.

We pride ourselves on the quality of our pastoral care and the ‘family feel’ of the school. The backbone of the pastoral system is a series of six smaller communities known as Houses. When your child comes to Ashford School they will be allocated to a House for the duration of their time



here. Houses are sometimes allocated according to where siblings may already be placed but otherwise allocations are decided on a variety of factors. Whilst we will try to accommodate parents' requests for House allocation, we cannot always guarantee that it will be possible to place a child in a particular House.

House System

Each pupil, whether day or boarder, is a member of a House and under the pastoral care of a Head of House for the whole of their school career. There are six school Houses: Franklins, Knights, Merchants, Pilgrims, Squires and Yeomen. Each Head of House is assisted by a team of Tutors, who are responsible for the pastoral and academic well-being of the pupils in their House.

Your son or daughter's Tutor and Head of House, together with the boarding staff as appropriate, create a framework to ensure that he or she is able to work happily and take advantage of the varied opportunities offered in our school.

The Heads of House and their contact details are as follows:

Franklins	Mr Rhys Langford	langfordr@ashfordschool.co.uk
Knights	Mr Adam Stew	stewa@ashfordschool.co.uk
Merchants	Miss Jess Saville	savillej01@ashfordschool.co.uk
Pilgrims	Miss Maria Pope	popem@ashfordschool.co.uk
Squires	Miss Heather Loughlin	loughlinh@ashfordschool.co.uk
Yeomen	Mrs Denise Walsh	walshd@ashfordschool.co.uk

House Information

Being a member of a House means that pupils go to House meetings and generally support the House activities. There are students from all the year groups in each House and we hope that belonging to the smaller community of a House will help pupils feel safe and happy.

At House meetings and through House activities pupils get to know students from different year groups as the juniors and seniors work together, Sixth Form students are also regular visitors to the younger year group forms.

House activities can be whole school competitions such as drama, music, art and technology, languages, debating, maths and science. There are also many sports competitions: hockey, netball, rugby, athletics, swimming, rounders, cricket and tennis. Whatever a pupil's talents it is important to remember that, while Houses have a keen competitive spirit, we like everyone to be as involved as possible; everyone is expected to 'have a go'.

There is more to House activities than the competitions. Each House organises fund-raising events for charity at different times during the year. These events give pupils the opportunity to have fun organising things and taking part whilst raising money for other people. Examples of what the Houses do include a 'Wild West' day, a sponsored walk, a sponsored silence, a Pink day, cake sales and our very own version of "The Weakest Link". We are always looking for new ideas.

Tutor Groups

Every pupil is allocated to a specific Tutor group ('Form') for their school year. In Year 7 the three Forms are comprised of pupils from two Houses combined. In Year 8 there are three tutor groups, comprised of pupils one for each House. Whilst from Year 9 up there is a separate Form for each House in each Year. These groups are for pastoral and administrative purposes, including academic monitoring; pupils will be mixed up throughout the school day in different sets according to which subject they are in. This movement, the inevitable changes in friendship groups and the opportunities that arrive to meet and befriend new people are all part of the challenge and adventure of life in the Senior School.



Pastoral and Tutorial Structure

The tutorial and pastoral system at Ashford School works primarily on a vertical basis with the six Heads of House managing the needs of pupils in conjunction with their team of House Tutors. In each Year group, the Tutor is the first point of contact for both pupils and parents; the Tutor will liaise with and communicate any serious or ongoing issues to the Head of House (and Head of Boarding House for boarders) and/or Head of Year.

Oversight of the academic and pastoral progress of pupils in the various year groups is distributed as follows (Heads of Section):

Years 7 & 8	Director of Years 7 and 8	Ms Jennie Denton	dentonj@ashfordschool.co.uk
Years 9 – 11	Director of Years 9 to 11	Mr John Curry	curryj@ashfordschool.co.uk
	Assistant Director of Y9-11	Mrs Hilary Ndongong	ndongongh@ashfordschool.co.uk
Years 12 & 13	Director of the Sixth Form	Mrs Claire Miller	millerc@ashfordschool.co.uk

Oversight for the pastoral system lies with Mrs Nicola Timms, Senior Deputy Head.

Pastoral Care Issues

Tutors and Heads of House are asked to make themselves known to parents of new pupils at the earliest possible opportunity. They will ensure that you are kept informed about your child's progress and raise any matters of concern with you.

Friendship Groups

Senior School is a very different environment to Primary or Prep School. Pupils are in different teaching and pastoral groups and may well find that as they change and grow older their friendship groups also change.

This can lead to friends "falling out" which can be distressing but is often resolved fairly quickly. However, if your child feels he/she is being deliberately excluded over a period of time then please let us know.

Pupil contact with home during the school day

If your child has a problem during the school day they may well want to call you on their mobile. Please discourage this; your child's first port of call should be a member of staff. If the problem is such that you need to be made aware immediately then either the School will contact you, or your child will be given permission to call you from the School Office.

We aim to encourage pupils at Ashford School to develop their independence and resilience; following the expected procedures in dealing with difficulties is part of this. If a child calls home immediately something goes wrong then several problems can be created:

- The School may not hear about the problem until much later, or not at all, which makes the problem much harder to deal with;
- Pupils often react first and then, once they have calmed down, think later. A problem that seems impossible at first can become much less so later on. Parents are made unduly anxious or often have their time wasted trying to ring school to sort out problems that they have heard about which, had the pupil gone first to a member of staff, need not have been a problem at all.



PSHE Programme

The school runs a comprehensive PSHE programme which is delivered in a timetabled session every week. The programme is delivered by teaching staff and a range of “guest” speakers, either resident or external experts.

Support and Guidance

Support systems for pupils

Student Support

- Buddies
- Peer Mentors
- Older members of the House
- House Captains

Staff Support

- Form Tutor
- Head of House
- Head of Boarding House
- Head of Section
- Any member of staff
- Health Centre
- Wellbeing Team (school counsellors)
- Bereavement Counsellor
- Chaplain
- Independent Listener

Wellbeing Team

We are very pleased to be able to offer the services of an experienced Wellbeing Team who can provide a range services and interventions to support the physical, emotional and mental health of the pupils at Ashford School. The team can be contacted directly by email on: wellbeingteam@ashfordschool.co.uk.

School Chaplain

The School Chaplain is **Rev Richard Bellamy** who is available to students, staff and parents. For students and staff at the Senior School who would like to drop in to see Rev Bellamy, his office is situated in the Reading Gallery.

Email: bellamyr@ashfordschool.co.uk

Senior School: 01233 625171 ext. 357 (Friday)

Health Centre

As well as our committed group of Tutors and Heads of House, we are supported by the Nurses in the Health Centre and the School’s Doctor. Pupils are encouraged to use these facilities for medical issues as well as for help, advice and guidance on difficult matters that they might face as they grow older.

Our Health Centre offers a holistic approach to the health and wellbeing of every child at Ashford School. It is based at the heart of the school campus and is open to pupils every day between 08:00



and 17:00, plus a nurse on-call overnight. We are fortunate enough to have access to the expertise of 4 nurses, a School Doctor, a School Counsellor and a Bereavement Counsellor. There are two rooms within the Health Centre available for students: the 'Rainbow Room' which is used for time out, support work, meetings and drop in sessions and is also used to accommodate unwell students if needed. A second smaller room, 'The Snug', has two beds to again accommodate unwell students or students who need time to rest, reflect and collect themselves.

Our Health Care Team consists of three qualified nurses, one experienced Nurse Assistant and the School Medical Officer.

Dr Louise Riches MBBS (London, MRCGP)
Nurse Zoe Jefferson, Head of Nursing RN BSc (Hons) Nursing Studies
Nurse Rebecca Coomber (Nurse Assistant)
Nurse Snow Hicks-John (School Nurse)
Nurse Charlotte Oliver (School Nurse)
Wellbeing Manager Mrs Lisa Elisa
Wellbeing Practitioner Mrs Holly Webb

The Health Centre is situated centrally, in the Cranmer Building on the ground floor. The entrance is opposite the tennis courts.

Pupils can attend the Health Centre for emergency treatment or if they become ill during the school day. Often minor problems can be treated at school, allowing the pupil to return after a short break and not miss lessons.

All pupils - whether day or boarding - must have a guardian who lives within close distance, who is able to act as a parent would for illness/injury if required. If you are unable to collect your child during the day due to work commitments or distance from the school, it is expected that another responsible adult/guardian will be available to do so.

Day pupils who have been taken ill during the day can rest with us until they are collected.

Boarding pupils who are not permitted to attend school or stay in the boarding house during their illness will be referred to their guardian.

We ask that pupils do not return to school until fully recovered from any illness.

We follow the Health Protection Agency guidelines for schools on exclusion as well as safe return back to school. This ensures consistency and clarity in treating students as well as reducing the risk of spreading any infection to our more vulnerable students.

In case of an emergency parents will be contacted by the fastest means available. Please ensure that the School has up to date and accurate details of how you may be best contacted. It is important to inform the Health Centre of any significant changes in your child's health, or if they are on a temporary – or permanent – course of medication.

Parents are very welcome to visit and can telephone or email the nurses to discuss any health concerns for their son or daughter. They will also be able to arrange telephone consultations for parents, of boarding students, with the School Doctor should this be required.



Day pupils will remain registered with their current family GP. Registration must be in the area in which an individual resides for three quarters of a year. For these pupils, it is necessary to seek routine GP appointments at their own surgeries. Boarding pupils will usually be registered with the School GP, Dr Louise Riches. All pupils are treated under the NHS for both routine and urgent care but the school does offer private BUPA membership which can be accessed for planned appointments with specialists. Information regarding this will be sent to prospective pupils or you can contact the admissions office for further information.

Contact Information for the Health Centre

Telephone

Health Centre Direct Line	01233 739038
Office number	01233 625171 ext 395 ext 315
Email	healthcentre@ashfordschool.co.uk

Health Centre Opening Times

Monday-Friday	08:00—17:00
Saturday and Sunday	Closed
School Doctor Surgeries	09:00—12:00 Thursday (Appointments through the nursing team)

After Hours

Wednesdays and Tuesdays 18:00 to 08:00
Nurse Snow Mobile Number 07801 801939

Thursdays and Fridays 18:00 to 08:00
Nurse Charlotte Mobile Number 07771 821463

Monday 18:00 to 08:00, all day Saturday and Sunday
Nurse Zoe Mobile Number 07989 399153

At other times in the week appointments can be made with either a male or female Doctor at the Kingsnorth Medical Practice.

If you don't want other school staff to know you are attending the Health Centre then you can choose to visit at break time, lunch or in free time.

Your visit to the Health Centre will be confidential and if the Nurses or Doctor needs to pass information on they will first let you know.

To contact any of the nurses in the Health Centre please use healthcentre@ashfordschool.co.uk

Holidays

Please do not send your son or daughter back to school after the holidays if they are unwell. If you are in any doubt about them returning to school please consult with the Nurse on duty at the Health Centre. Please also advise the Health Centre nurses if your son or daughter falls ill during the holidays and is prescribed a course of medication, which overlaps into term time.



Vaccinations

The Health Centre requires accurate and up to date records of all previous vaccinations. This is required from parents before their child starts at school on their online Health Questionnaire. The School Nurses will NOT routinely immunise students that are not up to date with the UK schedule. However, if you require your child to be in line with the UK vaccination timetable we can get this arranged at your request.

Our NHS school nurses will attend and immunise children, with parents' consent as required by Department of Health Policy. Parents will receive notification in advance and will be required to complete an online consent for all pupils under 16 years of age. Information regarding the specific vaccine will accompany the consent form when it is forwarded to the parent. Pupils over the age of 16 are legally covered to consent to their own treatment. Please highlight on your son or daughter's Medical questionnaire if you wish particularly to be contacted before vaccines are given to those over 16 years of age.

Travel Vaccinations: The Health Centre staff will be only too happy to give advice regarding holiday vaccines for those occasions not linked to school activities. Please inform us of your son or daughter's holiday destination and dates as soon as this is arranged. We can then check their vaccination record and advise accordingly. Most travel vaccinations are not available on the NHS and your child will be recommended to attend a private travel clinic as required.

Confidentiality

All pupils, whatever their age, have the right to medical confidentiality. They can speak to the nurses knowing that no information will be passed to a third party without their knowledge. Confidence will be maintained unless there is a safety risk to the pupil or to someone else they have discussed. Consent will always be sought from the pupil prior to the release of sensitive information

Peer Mentoring

With the increased popularity of Peer Mentoring programmes across the UK, Ashford School has been running a small scale project to work primarily with Years 7 and 8. This works as part of our commitment to "Adventurous Learning". Moving from a smaller primary/prep school to secondary school can often be a frightening and difficult time. Each September Sixth Form Peer Mentors are attached to each House and work closely with the Year 7 Tutors to aid a smooth and easy transition.

Currently, each Peer Mentor will have been professionally trained and will be available to all Year 7 and 8 students. Peer Mentors are available for 1:1 support and will be a visible presence within form times and around the school.

The Student Parliament

The Student Parliament is an elected body of students with representatives from all Houses, Day and Boarding, and all year groups. The Parliament meets on a fortnightly basis and is responsible for representing the student voice.

There are Five separate Departments, each overseeing a specific aspect of school life;



- Community – devising a programme of events and fundraisers to support the local community and charities. Forging links between day and boarding pupils.
- Health and Wellbeing - making recommendations to the Pastoral and Welfare Team regarding health and well-being, and overseeing a mentoring programme.
- Houses – managing the House Competition activities in conjunction with House Captains. Creating a series of innovative and exciting competitions which engage all members of the school community.
- Environment - making recommendations as to how the school environment can be improved. Helping to encourage a healthy working environment through respect of each other, the building and resources. Encouraging sustainability and environmentalism within the school
- Teaching and Learning - reporting to Heads of Section and the Senior Leadership Team on strategies that have benefitted student learning. Assisting in new teaching and learning strategies within the classroom as ambassadors.

The members of the Parliament discuss ideas, issues and recommendations arising from the student body, relating to the whole school. These are then deliberated upon and can be presented to the SLT in formal meetings. The Student Parliament is student led, in its aim to give them agency and responsibility in driving school policy and improving aspects of life at Ashford School for all who study/work here.

Section 6 – Uniform and Equipment

Appearance and Uniform

Pupils must be well turned out at all times and their appearance should not be ostentatious. Uniform should be clean (Uniform does not need to be cleaned any more often than usual, nor does it need to be cleaned using methods which are different from normal), in good repair and worn properly.

Blazers are to be worn throughout the school day but may be removed in lessons with the permission of the teacher. Hair must be tidy, tied back if necessary and its length, colour and style should be acceptable to the Senior Leaders of the Senior School. Makeup and piercings are not permitted, nor is jewellery, with the exception of a single, small pair of ear studs for girls. For safety reasons, games kit may not be worn in DT workshops or the Food Studies area.

Our uniform is provided, online, by Schoolblazer.com. Schoolblazer.com offers a secure online ordering service which allows you to shop for all uniform and sportswear at your convenience. Login at www.schoolblazer.com or telephone their customer helpline 0845 2256990 (calls are charged at local rate). All uniform must be purchased from www.schoolblazer.com unless indicated otherwise. All items are compulsory unless indicated otherwise.

Girls Uniform Years 7 to 11

From Schoolblazer

Short or long sleeved blouse

Kilt style navy skirt which should reach the knee

School jumper

Striped blazer

Directly from School



Navy Trousers (produced by School Colours)

From any retailer

Black shoes of polishable material

Black tights (40 denier)

Summer term only - White ankle socks “no logos”, or black tights

School bag

Single stud earring in each ear (if applicable)

School scarf – optional

Coats should be plain black, dark grey or navy and any logos should be discreet

Boys' Uniform Years 7 to 11

All boys must be clean shaven.

From Schoolblazer

Short or long sleeved shirt

Tie

Charcoal trousers

School jumper

Navy blazer – with school badge on the left breast pocket

From any retailer

Black shoes of polishable material, not trainer style shoes

Dark unpatterned socks

School bag

School scarf – optional

Coats should be plain black, dark grey or navy and any logos should be discreet

PE Kit and Equipment

PE kit is purchased from School Blazer www.schoolblazer.com or via their customer helpline 0845 2256990 (calls are charged at local rate). All uniform must be purchased from www.schoolblazer.com unless indicated otherwise. All items are compulsory unless indicated otherwise. Students are expected to wear school navy tracksuit bottoms and/or leggings whilst moving around the school site. This includes during all academic lessons, eating in the refectory and when travelling to and from fixtures.

PE Kit

White polo shirt

Navy blue hockey socks with red top

School tracksuit

Navy School Hoodie (optional)

Games bag (optional)

Swimming cap (supplied at school charged to account)

Navy rugby shorts - (boys only)

Navy games polo (girls only)

Navy/red skort (girls only)

Cricket whites (boys and optional for girls)

School cap (optional)

White gym shorts (boys only)

Reversible rugby shirt (boys only)

From any retailer

Pair of astro trainers



Pair of football/rugby boots with removable studs (boys only)
Plain Navy shorts (girls only)
Navy base layer top (optional)
Navy base layer leggings (optional)
Tennis racket
Hockey stick
Swim bag
Shoe bag
Mouth guard for hockey/rugby *****
A pair of shin pads
Short white socks
Pair of trainers (non marking sole)
Black swimming trunks or fitted swim shorts (boys only)
Black swimsuit (girls only)

*******OPRO dentists will not be visiting the school to take dental impressions for mouthguards. For those who wish to be fitted for an OPRO mouthguard, impression kits for use at home will be provided**

Equipment for Lessons

General for all lessons

- Black pen (and spare ink cartridges if using a fountain pen)
- 2 x HB pencils, a pencil sharpener and an eraser
- Ruler (30 cm)
- Scissors
- Glue stick
- Coloured pencils
- Highlighters

Tippex and other correction fluids are **not allowed**.

Art

Year 7

The Art Department will supply all specialist student needs whilst in school. It is important that pupils have access to basic art equipment at home in order to develop their art studies and homework out of school hours. The Art department will provide hardback and paperback sketchbooks without charge.

Year 10 Art and Design

As above; the Art department will provide hardback and paperback sketchbooks, without charge. All materials are provided in school, it is a good idea but not mandatory to purchase a set of acrylic paints for use at home.

Art GCSE and 'A' level coursework and exam work

The Art department will store all examination/coursework work for GCSE and GCE until the beginning of the Christmas holidays following examinations. Students can begin to collect their work from September after their results have been finalised. If any work is not collected by students by the end of the Michaelmas term following their examinations it may be retained for display or recycled. With the agreement of the students we may ask that some work become part



of a temporary or permanent display in the school in order to showcase best practice. We cannot take responsibility for storage after this time.

All Art students are expected to have their own A1 portfolio in order to keep their work safe and to transport work from home or to the boarding house.

Business and Economics

Students will need a calculator the same as used in maths.

EAL

A separate letter is sent to the parents of international students detailing the books and equipment required by the EAL Department.

English

Oxford Student's Dictionary or access to www.oxforddictionaries.com

Geography – GCSE

At GCSE Geography level, pupils should have a calculator and geometry set (same as those used in maths) for each lesson. This is due to the large amount of cartographic, graphical, statistical and numerical skills, which are covered discretely within the course.

Mathematics

Scientific calculator:

- KS3 Casio FX-85GT or equivalent
KS4 Casio FX-85GT (or equivalent) or Casio Classwiz FX-991EX
- Sixth Form Casio Classwiz FX-991EX or Casio fx-CG50
Geometry set including compass and protractor.

These can be purchased through the Maths Department after arrival in September.

Psychology

Psychology students will need a calculator, compass and protractor.

Modern Foreign Languages

It is essential students have a pair of earphones or headphones that can be plugged into a 3.5 mm jack connector, Bluetooth is not available.

Section 7 – Administration

Contact Details

Absence Line

If a pupil is ill and will not be attending school, parents should telephone the School Reception on 01233 625171 each day a pupil is absent.

All routine and any other correspondence about your son/daughter should be sent to your child's Tutor or Head of House. Their email addresses for Heads of House are on page 26 of this booklet.

Please see **Section 8** for guidance on how to request an absence for a student.



Uniform

Schoolblazer 08700 622122333 7000 703
<http://www.schoolblazer.com>

Ways we contact you

We will send text messages to parents' mobile phones or information via email or through iSAMS, our School Management system. A simple message might read like this:

Reminder Year 10 Parents Evening

iSAMS is also an invaluable and efficient method of contacting parents quickly in the case of a real school emergency. You should receive a weekly iSAMS bulletin during term time: if you do not, please contact the School office in the first instance.

Forms for completion

The following must be completed prior to your son/daughter joining the School. The Admissions team will share these with you as part of the acceptance process.

- Ethnic Origin Form
- Online Health Questionnaire
- Contact details for EduTrip
- Photo Permission Form

Transport/buses/drop off/parking

A free shuttle bus services runs between East Hill and Great Chart mornings and afternoons. In addition, bus services are run from and to Faversham, Folkestone, Maidstone and Tenterden and locally within Ashford.

For more details regarding the bus service including availability and costs please contact the Facilities office, 01233 739048, email: rowellk@ashfordschool.co.uk

Parking space is unfortunately extremely limited and although we do have two small car parks, all permanent parking is needed for members of staff, or for parents and visitors with appointments at the School. Parents are welcome to use spaces for setting down and picking up, **PRIOR TO 08:30 AND AFTER 15:30**: please refer to parking signage on all school car parks. When dropping off pupils it is advisable to drive to the top of East Hill, turn around and allow pupils to alight safely on the correct side of the road outside the gates.

Section 8 – Guidance for requesting an absence

When requesting an absence for a student please see below the requirements. We are grateful for your cooperation on this matter; as you will be aware, the School does have specific reporting responsibilities over pupil attendance.

- Please state the name/s of the child/ren the request relates to
- All requests should include as much detail as possible about the reason for the absence
- Each request will be dealt with on a case by case basis



- This process does not apply to pupils visiting university open days – such requests are dealt with by the Director of Sixth Form

Absence due to illness	Call School Reception (and email Form Tutor – Senior School only)
Medical appointments	Request, including date and time details, to go to your child’s Form Tutor and Reception.

Specific educational events such as auditions, external exams, other visits	Request, including date and school details, to go to your child’s Form Tutor and Reception
Family events	Request to go to Mr Hall’s Executive Assistant at headmaster@ashfordschool.co.uk If you have children in both the Prep and Senior School, only one request email will need to be sent to this address, but please state the names and year group of the children that the request relates to.
Holiday/Extended absence	Request to go to Mr Hall’s Executive Assistant at headmaster@ashfordschool.co.uk If you have children in both the Prep and Senior School, only one request email will need to be sent to this address, but please state the names and year group of the children that the request relates to.

Section 9 – Frequently asked questions

If you leave school for any reason during the school day you must sign out in Reception.

This is a fire safety regulation. If you are able to come back again after your appointment then sign in again on your return.

What you should do if...

...you are sick in the morning before school.

If you are ill at home then your parent should telephone the school to let us know that you won’t be coming in and the reason why (01233 625171). If possible your parents should ring before 08:30 – the office is open from 08:00 but before that time you can leave a message. Your parents should call on each day you are absent from school. When you return to school you should bring a note from your parents to explain why you were away.

...you become ill during the day.

If you feel ill during a lesson tell your teacher and you will be given permission to go to the Health Centre. The Health Centre staff will help you to know what to do next.



...you lose something in school.

If you lose something in school (clothes, kit, pencil case, books, or any other belongings) then tell either Reception or your Form Tutor. You can also ask to look in lost property. All of your clothes and equipment should be named. Any found items with your name on will be returned to you.

...you forget your homework.

If you forget your homework, don't panic! Tell your Tutor or your teacher at the earliest opportunity and make sure you bring it in the next day. Don't make a habit of this though – try to be organised.

...you have a medical appointment (doctor, dentist, etc).

If at all possible, try to get medical appointments out of school time. If this isn't possible, then bring in a note to your Form Tutor before you have the appointment. If it is before school then come into school as soon as you can and follow the procedure for late arrival. If it is later in the day, come into school as normal and ask your Form Tutor to put on the register what time you have to leave for your appointment. When it is time to go, politely ask to leave if you are in a lesson and go to reception to sign out.

...you bring the wrong books to school.

If you've packed the wrong books for some reason, don't panic! Tell your teachers at the earliest opportunity and make sure you copy up any work afterwards. If you've got homework to give in, make sure you bring it in the next day.

...you forget your pencil case or your homework diary.

For Years 7 and 8, the Head of Years 7 & 8 keeps spare pencil cases and exercise books for this purpose. Tell your Form Tutor during morning registration and you will be able to borrow one for the day. It must be returned the next day.

If you are not in Year 7 or 8 please tell your Form Tutor during morning registration and they will tell you what to do.

...you arrive late to school.

If you arrive after 08:40 in the morning you must go to reception to sign in before you do anything else.

...you forget your PE kit.

If you forget your PE kit see the PE staff as soon as you can. They will tell you what to do.

...you have a question about something not covered in this booklet.

If you have a question that is not covered in this booklet then please contact in the first instance your child's tutor; and then for Years 7 and 8, the Director of Year 7 & 8 and for other year groups their Head of House via email or on 01233 625171. Don't be afraid to ask if you are worried about something.