



**The BRIT School
Year 10
2017-18**

**Induction Day
Parent Information Pack**

WELCOME TO THE BRIT SCHOOL

YEAR 10 – 2017/18

Induction Days – Monday 3 & Tuesday 4 July 2017

Dear Parent/Carer

Welcome to the Year 10 Parent Induction Meeting.

In this parent information pack you will find:

- BRIT School students are...
- General Information
- Curriculum information
- Equipment/Kit List
- Contact Names
- Keys to Success
- KS4 Discipline Structure
- KS4 Sanctions and Behaviour Interventions
- Recognising Achievement
- Parent Nationality and Country Form

BRIT students are...

ORIGINAL

Creative: innovative in their work.

Constructive: developing their own positive voices in society.

RESPONSIBLE

Committed: professional in their attendance, punctuality and focus.

Cooperative: effective participators and team workers.

Courteous: polite and respectful to all students and staff.

Caring: supportive of others in the school and wider community.

AMBITIOUS

Conscientious: demonstrate effort across their Study Programme.

Confident: self-motivated and resilient.

GENERAL INFORMATION FOR INCOMING KS4 STUDENTS

TIMES OF THE DAYS

School begins at 9.00am each day. Afternoon sessions begin at 2.00pm. Lessons end at 2.45pm on Wednesdays, 1.15pm on Fridays and at 3.45pm on Mondays, Tuesdays and Thursdays.

The building is open to students from 7.30am every day during term time for those students wishing to work in the study area. The Library is open from 8.00am. The canteen is open from 8.00am for those wishing to have breakfast on site.

LESSON TIMES

Lessons are made up of sessions each 30 minutes in length. Most lessons are either Double (1H), Triple (90M) or Quadruple (2H) sessions.

BREAK & LUNCH TIMES

A fifteen minute break is allocated each morning from 11.00am to 11.15am. Lunch break is from 1.15pm to 2.00pm.

HOMEWORK

Homework is given to all students and tasks are varied. They may include: reading, learning, vocabulary, research, drafting, essay writing, practising exam questions, answering set questions, revision, simple experiments, making a model, composing, choreographing and planning. A homework schedule is given to the students at the start of the academic year. A homework timetable will be issued at the start of Term 1 for transfer into the school planner.

THE SCHOOL PLANNER

Each student is issued with a student planner at the start of the academic year. The planner must be brought to every lesson and used to record homework and assignment deadline dates. Parents are asked to sign it at the end of every week to indicate that they have checked that the planner is being used usefully and homework is being completed. The tutor will check that it has been signed regularly.

DRESS CODE

Whilst the BRIT School does not have a uniform, we do have a dress code policy which is stated in the Student Agreement and signed by both students and their parents. This paragraph provides further guidance for students and parents who are new to the school.

Students should be aware that they are dressed appropriately for the activity they are undertaking. To this end students should ensure that they wear the correct dress for lessons such as Dance, PE and Theatre, but that they change when they move to classroom lessons. Dance kit should only be worn in the dance studios and is not acceptable in other areas. Students should wear a track suit over their dance wear when they leave the studio if they are not to change.

PE kit is required for PE classes and students who forget to bring their kit may be punished by a detention.

Crop tops, bikini tops, basketball vests, sleeveless vests, hot pants, cycling shorts and short jean shorts are not suitable dress for the school. T-shirts may be worn but must not be printed with statements or images that may cause offence to any member of the school community.

Students who wear unsuitable dress may be sent home to change by a member of staff and a note will be placed in their files as this behaviour will be considered a breach of the Student Agreement.

STUDENT SERVICES

Student Services is located in the main building on the ground floor. It is open to students all day during term time and offers a wide range of help and information to students including: First Aid and Sickness; Careers Advice; Exam Information; Bursary Awards; Grant Cheques; General Enquiries.

IDENTITY CARDS

Each student is issued with a BRIT identity/access control card at the start of the academic year. Students must wear this card using the provided lanyard and it must be clearly visible at all times whilst on the school premises. Students must have the card in their possession at all times as it will allow access to important areas of the school, provide security for our students and staff and is required needed to borrow books from the library and borrow equipment from departments.

If a student fails to bring their identification they must purchase a new one from reception before attending any lessons. A charge of £5 will be levied to cover the cost of production.

STUDENT WELFARE/TUTORING

The person directly responsible for the student is The Tutor, then the Deputy Head of KS4 and then the Head of KS4 (Ms W. Adams). Thus, the Tutor should be approached in the first instance with any queries or problems, then the Deputy Head of KS4 and then, if the issue has still not been resolved, the Head of KS4 will be informed.

THE COMPUTER NETWORK

The school is served by a network of over 750 computers, running Windows 7, Microsoft Office Suite and a range of other specialist software. At the start of the academic year all students will be issued with a login name and password that will give them access to this system. The login and password is confidential and must not be divulged. Further information is on the school's Intranet Web Site, and all students will be introduced to this information during the induction.

LEARNING RESOURCE CENTRE

The library holds over 30,000 books, plus iPads, Laptops, DVDs, magazines and CDs. Opening times are 8.00am to 5.15pm Monday to Thursday, and 8am to 3.00pm on Friday.

CURRICULUM INFORMATION

The time allocation to Key Stage 4 is 25 hours per week. The curriculum combines core subjects, strand and option subjects, whilst meeting the legal requirements of the national curriculum. All students are required to study English, Mathematics, Science and Personal and Professional Education (PPD) over two years. Students also study their chosen strand in a performing or creative art subject. Finally all students take a further three subjects from a list of options to broaden their learning.

The chart below shows subjects, qualifications and gives an indication of time allocation.

SUBJECT	NO. OF HOURS PER WEEK	QUALIFICATION
English Language / Literature	4	2 GCSEs
Mathematics	4	1 GCSE
Science	4	2 GCSEs
PPD	30 minutes	No qualification
Strand – Film and Media Production Dance Interactive Digital Design Music Musical Theatre Theatre Visual Art and Design (Including ICT & Technology)	5	1 BTEC First (Equivalent to 2 GCSEs)
Option A	2.5	1 GCSE
Option B	2.5	1 GCSE
Option C	2.5	1 GCSE

Personal and Professional Development (PPD) for students is delivered through a timetabled programme of study. This includes education in sex and relationships, drugs, careers, work based learning, the law, time management and study skills.

EQUIPMENT/KIT LIST

All students are expected to come properly equipped for lessons with the following:

Basic requirements for all lessons: pen, pencil, ruler, rubber, pencil sharpener, coloured pencils

Maths, Science & Technology: The basic requirements above, plus, calculator and geometrical instruments (e.g. protractor and compass)

English, Social Sciences and MFL: A Bilingual Dictionary for Modern Languages and an English Dictionary for English lessons and homework.

P.E.: PE clothing - trainers, T shirt, tracksuit bottoms or shorts or leggings.
Please note: NO jewellery is to be worn during any practical activity

Music: Musical instrument, guitar picks, jack to jack leads, drum sticks.
(Note to music students - The school's insurance does not cover students' instruments whilst on the premises. We therefore recommend that you examine the wording of your household policy as that often covers loss only from your own home. It may be necessary to obtain additional cover. We can provide details of a scheme if you should require it, through Student Services.)

Dance:

Contemporary / Choreography:

Girls:

Leotard (long sleeved or sleeveless)
Footless tights, tracksuit bottoms, loose trousers
Bare feet are essential.

Boys:

Boys leotard or cat suit
Footless tights, tracksuit bottoms.
Bare feet are essential.

T-shirts may be worn for some contemporary classes but they must not be too loose so the body line cannot be seen. You should wear a leotard underneath as you may be asked to remove the t-shirt at any point in the class.

Jazz:

Girls:

Leotard or crop top
Tights or tracksuit bottoms
Knee Pads
Jazz shoes or soft training shoes
(must not have been worn outside)

Boys:

Boys leotard
Tights or tracksuit bottoms
Knee Pads
Jazz shoes or soft training shoes
(must not have been worn outside)

PLEASE NOTE:

- Long hair must be worn off the face for all practical classes.
- No jewellery is to be worn for practical sessions
- Students will need a sweatshirt, or similar garment, to keep warm during class.
- Students are not permitted to walk around school in bare feet or dance kit.
- Writing material should always be brought to dance classes.

Art and Design (Strand and Option)

1 set of graded pencils – 6B, 4B, 2B, HB, 2H
1 set of watercolour paints

The school accepts no responsibility for loss of valuables, we therefore advise students not to bring jewellery and other valuables into school. All students should rent a locker to store their personal belongings on a daily basis.

CONTACT NAMES

THE PASTORAL TEAM

Head of KS4	Ms Adams
KS4 Deputy Heads of KS4	Ms Penn
	Mr Shah
Attendance Officer	Ms Sutton

KS4 Tutors

CLE	Mr Lewington
DLA	Ms Laljee
HMN	Ms Mansoor
IDE	Ms Dennis
KSA	Mr Sarpong
MAK	Ms Akiki
SHE	Mr Healy
YDO	Ms Douglas

HEADS OF DEPARTMENTS and DIRECTORS

Film and Media Production	Mr Chalk
Careers	Ms Evans
Dance	Ms Davis
English	Ms Nelson
Examinations Officer	Ms Elliott
Interactive Digital Design	Ms Pemberton
Learning Support	Mr Roberts
Learning Resources Centre	Ms Deacon
Mathematics	Ms Costello
Modern Languages	Ms Akiki
Music	Mr Doherty
Musical Theatre	Mr Holt
PE	Mr Griffiths
Science	Ms Dennis
Social Sciences	Mr Moir
Student Services	Ms Crudgington
Technical Theatre Arts	Mr French
Theatre	Mr Stephens
Visual Art and Design	Ms Everest & Mr Waite



THE WRITING RULES

- Think about PAF (Purpose, Audience, Format) / GAP (Genre, Audience, Form)
- Paragraphs and connectives
- Vary punctuation: , ? ! ; - () " "
- Vary sentence structure
- Embedded clauses: E.g. *The designers, who were famous for making costumes, enjoyed selling their products.*
- Subject specific vocabulary
- Accurate spelling

PARAGRAPHS

- Start new paragraphs in different ways
- Link paragraphs together
- Use TIP TOP (Time, Place, Topic, Person)

STRUCTURE YOUR WORK

- An introduction and strong conclusion for your evaluation
- Paragraphs
- Connectives
- Key words from the task

CONNECTIVES

COMPARING	CONTRASTING	STRUCTURING
Equally In the same way Similarly Likewise As with Like Compared with	Whereas Instead of Alternatively Otherwise Unlike On the other hand In contrast to	Firstly, secondly... Next Then After Meanwhile Finally In conclusion
ADDING INFO	EMPHASISING	CAUSE & EFFECT
And, also As well as Moreover Furthermore Besides In addition Too	Above all In particular Especially Significantly Indeed Notably Most of all	Because So Therefore Thus Consequently As a result



THE READING RULES

- Think about the PAF/GAP
- Analyse the language (the words)
- Use P.E.E.D. / P.E.E.L.
- Think about the deeper meaning/subtext
- Social, historical and cultural context
- What does the text mean to you?
- Use better words for 'shows' to explain
- Consider different audience responses

PURPOSE	AUDIENCE	FORMAT
Why has it been written?	Who is it aimed at?	What is it? A letter/speech/article/report

PURPOSE OF TEXTS

Argue	Analyse	Explain	Comment
Persuade	Review	Describe	Imagine
Advise	Inform	Explore	Entertain

BETTER WORDS FOR 'SHOWS'

These words help you to analyse:

Describes	Illustrates	Reveals	Expresses
Highlights	Proves	Establishes	Introduces
Presents	Emphasises	Indicates	
Demonstrates	Implies	Suggests	



WORD TYPES

- VERB:** doing or action word.
- ADVERB:** describes the action/verb.
E.g. *Cutting...*
- NOUN:** names of people, places or equipment
- PRONOUN:** replaces a noun.
E.g. *I, you, he, she, it, we...*
- ADJECTIVE:** describing word.
- PREPOSITION:** shows the relationship between words in a sentence.
E.g. *over, behind, after, on*
- CONNECTIVE:** words that link sentences and paragraphs together.



SPEAKING & LISTENING

- Speak clearly and make eye contact
- Use subject specific vocabulary
- Listen to and respond to others
- Make valuable contributions
- Move discussion forward
- Ask and respond to questions
- Use body language to communicate
- Evaluate the responses of others
- Use connectives



PUNCTUATION

BASIC...
Capital letter, full stop, exclamation mark and question mark

INTERMEDIATE...

Apostrophe:
1. omission: E.g. *do not—don't*
2. possession: E.g. *David's bag; Lewis' bag; The students' bags.*

Comma:
to separate clauses: E.g. *[subordinate clause], [main clause] = Using the tools, I cut the wood.*

MORE COMPLEX...

Semi colon:
Used to show the relationship between two closely related sentences. E.g. *Pupils put their bread in the oven; they all used oven gloves.*

Colon:

1. Introduces a list. E.g. *Cutting list: LED, MDF, buttons and sequins.*
2. Emphasises a word or a phrase. E.g. *There's only one way to describe that: diabolical!*

KS4 Discipline Structure

Staff Check All staff have a responsibility to uphold the school's behaviour policy. Students are responsible for addressing concerns raised by staff in the first instance, e.g., attendance and punctuality, manners and the use of language, respect



No further action



Teacher monitoring



Tutor Report If the concern continues or is more serious, it is referred to the KS4 team. The student is on report to the tutor.



Successful completion



Tutor monitoring



Stage 1 If the concern continues or is more serious, e.g., the use of obscene/offensive language, bullying of any form, intimidating, threatening or violent behaviour (emotional, psychological or physical) fighting, theft, vandalism, truancy, deliberate disobedience/defiance, smoking, drug or alcohol related concerns, possession of an illegal item, it is referred to the KS4 team. The student is issued a Stage 1 Warning.



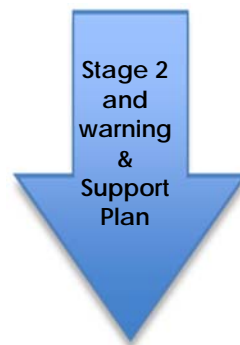
No further concerns



KS4 team monitoring



Stage 2 If the concern continues or is more serious, it is referred to the Head of KS4. The student is issued a Stage 2 Warning, placed on a Support Plan and reports to the KS4 team.



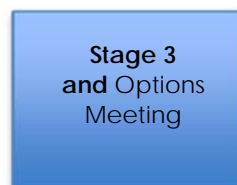
Successful completion



Head of KS4 monitoring



Stage 3 If the concern continues or is more serious the Head of KS4 refers it to the relevant member of SLT. The student is issued a Stage 3 Warning, placed on a Support Plan and reports to either the Head of KS4 or a member of SLT. At Stage 3 the student is at risk of permanent exclusion.



Successful completion



Head of KS4/SLT monitoring



KS4 sanctions & behaviour intervention

Onsite at lunchtime

Students may be banned from going offsite during the lunch break offsite and required to register at Main Reception.

Community service

Students may be required to support the canteen staff or premises staff at lunchtimes or other appropriate times.

KS4 detentions

All teaching staff are supported and encouraged to challenge attendance and punctuality concerns, manners and the use of language, respect, equipment, classwork and homework concerns, etc. Detentions may take place at lunchtimes (up to 30 minutes) or on Wednesday or Friday afternoons from 2.15 - 3.15pm.

One to one meeting student/teacher meetings

In order to address concerns, teachers may meet with students to discuss the behaviour concern with the student and establish how to address the concern.

Student conferencing

The KS4 team, strand director or a member of SLT may call a student conference in order to clarify a student's behaviour concerns with a number of relevant staff and establish actions to address the concern. This is especially applicable when serious concerns are apparent across a range of areas.

Restorative meetings

It may be appropriate for a student to meet with other students or staff to restore a situation. Restorative meetings are chaired by a member of the KS4 team or member of SLT not directly involved in the concern. Restorative meetings address concerns by enabling all voices in a situation to be heard.

Parent/carer & student calls/meetings

It is often appropriate to call/meet with a parent/carer to address concerns. It is usually appropriate to have the student present in the meeting and it may include other relevant members of staff.

Internal fixed term exclusion

It may be appropriate for students to be withdrawn from lessons for a fixed period. Students may be required to work independently in an alternative space.

External fixed term exclusion

Exclusion from school will usually only be used after other sanctions and support have been applied, unless the offence is a serious one-off event. The Governors of the BRIT School take the view that disruption to the good order and discipline of the school, whatever form it takes, can damage the life chances of other students, and must therefore be taken seriously. Students could be excluded from school, for repeated behaviour concerns or serious behaviour concerns involving the use of obscene/offensive language, bullying of any form, intimidating, threatening or violent behaviour (emotional, psychological or physical) fighting, theft, vandalism, truancy, deliberate disobedience/defiance, smoking, drug or alcohol related concerns or possession of an illegal item. Other examples of excludable behaviour include deliberate refusal to comply with the school's procedures or reasonable instructions from a member of staff, repeated or serious defiance, persistent lesson disruption, swearing at staff and mischievous or malicious allegations against staff. The number of days' exclusion will vary according to the concern and the disciplinary record of the student.

Reduced timetable

It may be appropriate to reduce a student's timetable on the basis of persistent serious behaviour concerns and to avoid permanent exclusion. This may be required if the concern is affecting other students or the work has not been completed for a significant period of time. This is always discussed with a parent/carer.

Managed Move

Where parents and the Principal have agreed that the student should be in education elsewhere, the Principal will work with other schools/colleges to enable a managed move.

Permanent Exclusion

Permanent exclusion is likely to be used as a sanction in cases where all other intervention strategies have been unsuccessful, and where there is a history of persistent serious behaviour concerns over time. Permanent exclusion may be used for one-off events where there others in the school community. **Permanent exclusion will be used where students are found selling illegal drugs or to have brought a weapon into school, regardless of the circumstances.**

RECOGNISING ACHIEVEMENT

Merit Awards leading to Certificates

You will be awarded merits online in the following categories:

- Classwork
- Creative Work
- Homework
- Independent Work
- Class Participation
- Collaboration with others
- Role Model
- Leadership
- Professionalism
- Participation in assemblies
- School Community Contribution
- Wider Community Contribution
- Other (please comment)

You will achieve certificates as you accrue multiples of 10 merit awards.

10	Bronze
20	Silver
30	Gold
40	Titanium
50	Platinum
60	Jade
70	Emerald
80	Sapphire
90	Ruby
100	Diamond

Special Awards	How will this be achieved?
KS4 Award (3 per term)	Students selected by the KS4 team based on merits.
Principal Award (3 per year)	Students selected by the KS4 Team in consultation with tutors and departments based on the core BRIT values: Original, Responsible & Ambitious.