



Additional Information

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Inspiring ACHIEVEMENT



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Attendance

There is a direct relationship between 100% attendance and academic performance. However there are times when even the healthiest child becomes unwell. If your child is too ill to attend school, please contact the Student Absence Line on each day of absence so that we are fully aware of the situation. A text message will be sent to you if you have not informed us of an absence. Upon returning to school, on the student's first day back, please provide a note for the tutor. If your child is feeling unwell but is well enough to come into school, please encourage this as there is a school nurse on site should they start to feel worse throughout the day. We have a 24 hour Student Absence Line – please select option 1 when calling to leave a message.

The school telephone number is: 01252 725052

If it is necessary for a medical or dental appointment to be made during school time, please write a note for your son/daughter to show to the subject teacher to excuse them from the lesson. The note should then be handed into Student Reception when they sign out. Once the student returns back to school, they should sign back into Student Reception so we are aware they are back in the building.

We discourage families from taking students out of school for holidays during term time. All such holidays are recorded as 'unauthorised absence' as there is a clear link between attendance and progress.

Our vision is

inspiring minds of every student through:

Excellence

in progress, achievement and learning

Ethos

through leadership, partnership and friendship

Expectations

a relentless focus on improvement through innovation and creativity



Admissions Policy 2018

General Principles

Weydon School Academy is an 11 – 16 mixed comprehensive school, serving the southern area of Farnham and rural villages within Surrey and Hampshire. We are a school with National Teaching School status. We do not have any requirement for aptitude from prospective students.

The Published Admissions Numbers (PAN) for Year 7 starting September 2018 will be 308.

Admission to our school is not dependent on any 'voluntary' contribution.

The school participates in the Local Authority co-ordinated scheme and all deadlines within that should be adhered to by applicants.

As required by the Admissions Code (2014) the school will give top priority to applications on behalf of children in public care (Children in Care) and previously in care.

Children with statements of Special Educational Needs / Education Health and Care Plan naming the school will also be admitted and will count in the admission numbers.

There is no guarantee of a place for children attending the named partner schools.

The school will endeavour to provide places for students who do not attend a named partner school whose parents wish them to attend Weydon School, provided that they can be accommodated within the admission limits.

When applying, applicants may make a request in writing to the School's Admissions Committee for a place for their child outside of the normal age group. This request will be considered by the School's Admission Committee and the decision will be made on the basis of the evidence supplied to the committee of the circumstances of each case and in the best interests of the child concerned.

Should there be more applications for entry to the school than places available the governors will apply the criteria in the order in which they are set out below.

The Schools Admissions Code will take precedence if there is any disparity with the Policy.

Admissions for Year 7

First priority: Looked after children & previously looked after children

Children who are registered as being in the care of a Local Authority (LA), or previously in the care of a Local Authority.

Looked after and previously looked after children will be considered to be:

- Children who are registered as being in the care of a Local Authority or provided with accommodation by a local authority in accordance with Section 22 of the Children Act 1989(a), e.g. fostered or living in a children's home, at the time an application for a school is made; and
- Children who have previously been in the care of a Local Authority or provided with accommodation by a local authority in accordance with Section 22 of the Children Act 1989(a) and who have left that care through adoption, a child arrangements order (in accordance with Section 8 of the Children Act 1989 and as amended by the Children and Families Act 2014) or special guardianship order (in accordance with Section 14A of the Children Act 1989).

Second priority: Staff Children

Priority will be given to children of staff who have been employed at the school for 2 or more years as at the final date for admissions applications or who will meet a skills shortage.

A Supplementary Information Form is needed for applications made under this criterion.

By children of staff we mean:

- Children of staff refers to the situation where the staff member is the natural parent, legal guardian or resident step parent.

Third priority: Exceptional Circumstances

Occasionally there will be a very small number of children for whom exceptional circumstances will apply which will warrant a placement at a particular school. Evidence from a consultant doctor will be required for medical cases. Documentary evidence from any relevant support services will be required for other sensitive family circumstances. In all cases evidence should be submitted as to why the child needs to attend Weydon School.

Fourth priority: Siblings

Places are offered to siblings of students who will be attending the school at the time of the Admission.

By siblings we mean:

- Children living at the same address who have one or both natural parents in common;
- Children living at the same address who are related by a parent's marriage;
- Children living at the same address whose parents are living as partners at this address;
- Foster children or adopted children living at the same address;
- We do not include 'cousins' within our definition of sibling.

Fifth priority: Children attending a named partner school

In alphabetical order these are:

- Highfield South Farnham School
- Potters Gate CE Primary School
- Rowledge C of E Primary School
- South Farnham Primary School
- St Peter's C of E Primary School
- Waverley Abbey C of E Junior School

All partner schools are treated on an equal basis.

Sixth priority: Children for whom Weydon School is the nearest to their home address

Currently the nearest school is defined as the school closest to the home address admitting students of the appropriate age range, as measured by a straight line. The distance is measured from the address point of the student's house, as set by Ordnance Survey, to the central entrance gate of the school.

Parents should note that if they apply for free transport, different criteria apply and the distance from home to school will be measured using a different route. The home address will apply at the closing date of applications unless a change of address for good reason has been accepted by the Academy.

The nearest school may be either inside or outside the county boundary.

Seventh priority: Any other applicant

In the event of oversubscription children within any of the categories above will be allocated a place in rank order using the following criteria:

Tie-Breaker

Nearest the school as measured by a straight line. The distance is measured from the address point of the student's house as set by Ordnance Survey to the central entrance gate of the school.

Parents should note that if they apply for free transport different criteria apply and the distance from home to school will be measured using a different route.

Where two or more children share a priority for a place, e.g. where two children live equidistant from the school and only one place remains, the school will draw lots to determine which child should be given priority.

Late applications will be considered in line with Surrey's Coordinated Admission Scheme.

"I love how the teachers involve students and make the lesson fun." Year 10

Definitions and Clarifications

Twin, Triplets or Children from Multiple Births

In the case of multiple births, where children are ranked consecutively in their order of priority for a place and there are not sufficient vacancies remaining for each of them, wherever it is logistically possible, each child will be offered a place. Where it is not logistically possible to offer each child a place the child(ren) to be offered the last remaining place(s) will be determined by the drawing of lots. The remaining sibling(s) will be placed at the top of the waiting list, after any looked after or previously looked after child.

Home address

Proof of residence will be required by the co-ordinated scheme. The offer of a place may be withdrawn if proof of residency is not met. In the case of temporary address a 12 month rental agreement is required as a minimum proof of residence.

Where a child lives part of the week with one parent and part with another member of the family the 'home address' will be considered to be residence where the child spends at least three nights of the school week each week.

The address to be used for the initial allocation of a place for Year 7 will be the child's address at the closing date for application. Changes of address that affect waiting list positions may be considered in accordance with Surrey's Co-ordinated Schemes if there are exceptional reasons behind the change, such as if a family has just moved into the area. The address to be used for waiting lists, after the initial allocation, will be the child's current address. Any offer of a place on the basis of address is conditional upon the child living at the appropriate address on the relevant date. Parents have a responsibility to notify Surrey County Council and Weydon School of any change of address.

Waiting Lists – Admissions into Year 7

In the case of oversubscription, waiting lists are created using the criteria as stated above. This waiting list is maintained until the end of Autumn Term of entry. From the start of the Spring Term a new waiting list will be created and kept.

Parents wishing to remain on the waiting list for the Spring Term must contact the school by the end of the Autumn term, stating their wish to remain on the waiting list and

providing their child's name, date of birth and the name of the child's current school. The children on this Spring Waiting list will be ranked excluding criteria point number 5 (partner schools children), without regard to the date the application was received or when the child's name was added to the waiting list.

In Year Admissions (Years 8 to 11, and from the January following the Year of Admission into Year 7).

Please contact the Weydon School Admissions on either telephone 01252 725052 or email admissions@weydon.school.surrey.sch.uk

In the case of oversubscription a waiting list will be created and kept for each year group. The children on this waiting list will be ranked excluding criteria point number 5 (partner schools children), without regard to the date the application was received or when the child's name was added to the waiting list.

All waiting lists for all year groups will be cancelled at the end of each academic year.



Appeals

If you are not offered a place at our school you have the right to appeal to an independent panel.

If you were offered a school lower on your preference list than Weydon School (Academy) you may contact the Surrey Schools Appeals Service to request an appeal form at:

Surrey Schools Appeals Service
Room 122
County Hall
Kingston Upon Thames KT1 2DN

020 8541 9029
www.surreycc.gov.uk/schoolappeals

All applicants please note

Governors reserve the right to withdraw the offer of a place if an application has been made which is fraudulent or intentionally misleading and which has effectively denied a place to another child.

Students with Disabilities

The definition of disability is defined in the Equality Act 2010 as having a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

Admissions arrangements

All students have equal opportunity for consideration for admission to Weydon. Every effort is made to meet the individual needs of the applicant and, after consultation with the appropriate outside agencies, parents or guardians would be advised of any difficulties that the student would be likely to encounter.

Steps to prevent students with disabilities from being treated less favourably

Helping all students to be effective learners is the responsibility of every member of staff. Therefore, a whole-school policy for Supported Learning has been adopted. This aims to ensure that appropriate provision is available to enable all students to have equal access to curriculum opportunities and to ensure that the curriculum is differentiated to meet individual learning needs. Every effort would be made to provide and accommodate any additional facilities or resources that might be required by the disabled student, including the use of special technological aids.

The Supported Learning team co-operate with their mainstream colleagues to facilitate the integration of a range of learning activities and differentiated resources into teaching programmes and endeavour to provide any additional teaching or non-teaching support that may be required.

“I like the opportunities that I have been given at Weydon.” Year 10

Access to the school buildings

Weydon has much of its teaching and learning space at ground floor level and access ramps have been installed to those ground floor areas. Wheelchair users would encounter problems in gaining access to some upper floors, however there are lifts to the Faraday area, the Art classrooms in Medici and the Globe building. Toilet facilities have been installed in many areas of the school.

Accessibility duties – background

Schools are expected to draw up accessibility plans to improve access to education in schools over time. The following statements are initial ideas as to how Weydon might look to meet its duties under the Act.

Some classrooms, particularly some Science laboratories, have less than ideal acoustic properties affecting audibility and teaching.

We will aim to increase access to the school curriculum for disabled students.

We will aim to increase access to the physical environment of the school.

We intend to investigate, with appropriate resources, any other facilities that might cause difficulties for those with disabilities.

We will aim to increase the delivery of ‘written’ information to disabled students.

As part of Weydon’s ongoing assessment of provision of resources for students, the school regularly assesses the provision that it makes for students with physical disabilities to access learning resources. As part of the identification process there is potential for specific software to be made available should a need arise.

There may be a need in the future to investigate voice-activated software as a solution for students that have mobility issues; it can also be used in certain circumstances where students have visual or severe dyslexic type difficulties. This type of software will require a very specific tailoring to educational needs owing to the diversity of curriculum opportunities that is provided to Weydon students.

Teaching Staff

Leadership Team

Mr Stuart Maginnis	BA (Hons), QTS	Co-Principal
Mrs Jackie Sharman	BSc (Hons), PGCE, NPQH	Co-Principal
Mr Matt Venton	BA (Hons), PGCE	Deputy Principal, Director of KS4
Miss Maria Mezzullo	BA (Hons), PGCE	Assistant Principal, Director of SCITT, Head of Faculty – Humanities
Ms Sally Bowden	BSc, QTS	Associate Assistant Principal, Director of KS3
Miss Sarah Gilbert	BA (Hons), PGCE	Associate Assistant Principal, Director of Teaching & Learning
Mr Tom Jackson	BA (Hons), QTS	Associate Assistant Principal, Director of Progress/Intervention, Pupil Premium
Mr Ben Wish	BA (Hons), QTS, NPQML	Associate Assistant Principal, Director of Progress/Intervention, High Achievers

Head of Faculty

Mrs Maria Mason	MA, BSc (Hons), QTS	Computing / Business Studies
Miss Caroline Stallwood	BSc (Hons), PGCE	Design & Technology / Child Development
Mrs Victoria Brownlow	BA (Hons), PGCE	English / Communication
Miss Maria Mezzullo	BA (Hons), PGCE	Assistant Principal, Director of SCITT, Humanities
Mr Rob Burgess	BSc, PGCE	Mathematics
Miss Valeria Donia	BA (Hons), MA, PGCE	Modern Foreign Languages
Miss Sarah Gilbert	BA (Hons), PGCE	Associate Assistant Principal, Performing Arts
Mrs Lou Iles	BSc (Hons), PGCE	Science
Mrs Sam Cox	BA (Hons)	Supported Learning SENCO

Progress & Achievement Leaders (PAL)

Mr Matt Venton	BA (Hons), PGCE	Deputy Principal, Director of Key Stage 4 (Y9, 10 & 11)
Ms Mel West Mr Ben Wish	BSc (Hons), PGCE BA (Hons), QTS, NPQML	Year 11 (Castle College)
Mr Adam Allaway	BA (Hons), QTS	Year 11 (River College)
Miss Lara Crenan	BA (Hons), QTS	Year 10 (Castle College)
Mr Tom Jackson	BA (Hons), QTS	Year 10 (River College)
Miss Laura Butler	BA (Hons), PGCE	Year 9 (Castle College)
Ms Amy Diprose	BA (Hons), QTS	Year 9 (River College)
Ms Sally Bowden	BSc, QTS	Associate Assistant Principal, Director of Key Stage 3 (Y7 & 8)
Mrs Catherine Islip	BEng, PGCE	Year 8 (Castle College)
Miss Hannah Smith	BA (Hons), PGCE	Year 8 (River College)
Mr Grant Tubridy	BA (Hons), PGCE	Year 7 (Castle College)
Miss Amy Bibbs	BSc, PGCE	Year 7 (River College)

Curriculum Area Leaders (CAL)

Mr Karl Brown	Bed (Hons)	Physical Education
Mr Nick Curry	BA (Hons), QTS	Religious Education
Mrs Sandie Kennedy	Bed (Hons)	Personal, Social and Health Education

Subject Leaders

Mr Ben Bingham	BA (Hons), QTS	Geography
Ms Dhanya Birtwistle	BSc (Hons), QTS	Chemistry
Mrs Lesley Churms	BSc (Hons), PGCE	Physics
Ms Susie Drake	Dip, CSSD, Cert Ed, QTS	Drama
Mr Simon Harvey	BA (Hons), PGCE	Biology
Mrs Nicky Hayes	Bed (Hons)	Child Development
Mrs Christina Male	BA (Hons), QTS	Art

Details correct as of September 2017

Weydon School Local Governing Body

c/o Weydon School, Weydon Lane, Farnham, GU9 8UG

Mr Peter Brinsden (Chair)	Co-opted Governor
Mr John Winter	Headteacher
Mrs Angela Adam	Co-opted Governor
Mrs Louise Barber	Parent Governor
Mrs Claire Booth	Co-opted Governor
Mr John Boshier	Co-opted Governor
Mrs Carolyn Bradley	Staff Governor
Mr Michael Field	Co-opted Governor
Ms Chris Gillard	Co-opted Governor
Mr Paul Haimes	Parent Governor
Mr Ben Hastings	Parent Governor

Mr Brian Hurn	Co-opted Governor
Mr Chris Hyland	Parent Governor
Mr John Impey (Vice-Chair)	Co-opted Governor
Mr Ralph Johnson	Co-opted Governor
Mrs Maria Mason	Staff Governor
Mr Nick Pow	Co-opted Governor
Mrs Sheryl Rees	Co-opted Governor
Mrs Caroline Stallwood	Staff Governor

Mrs Bridget Naylor	Clerk to Governors
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Updated March 2017

Weydon Curriculum 2017–2018

Minutes per week for each subject

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
English	200	200	200	200	200
Mathematics	200	200	250	250	250
Science	200	150	300	300	300
Physical Education	100	100	100	100	100
Personal & Social Education	50	50	50	50	50
Religious Education	50	50	Options	Options	Options
Computing	50	50	Options	Options	Options
Geography	100	100	Options	Options	Options
Languages	150	150	Options	Options	Options
Design Technology	100	150	Options	Options	Options
History	100	100	Options	Options	Options
Music *	66	66	Options	Options	Options
Art *	66	66	Options	Options	Options
Drama *	66	66	Options	Options	Options

*Approximately 66 minutes a week, based around a carousel

- The total curriculum time is 1500 minutes per week.
- The curriculum is delivered through a one-week timetable of thirty periods. Each period lasts for 50 minutes.
- Year 7 students will follow a two-year Key Stage 3. For a number of subjects, students will follow a particular pathway. The pathways are designed to ensure that the students are fully engaged in their learning.
- Students will follow either French or Spanish on joining the school. The decision as to which a student will follow, is made by Weydon School.
- Year 9, 10 & Year 11 includes four option subjects of 150 minutes per week leading to a full GCSE. Subjects such as French, Spanish, History, Geography, Computing, Business Studies, Information Technology, Art, Music, Drama, Child Development, Design Technology Physical Education, Statistics and a second language. The school also follows a number of other courses provided by BTEC and OCR Nationals (currently subject to review).
- Vocational courses are offered to some students in partnership with colleges and other providers, leading to a variety of qualifications. These have, in the past been, Motor Mechanics, Hairdressing, Beauty Therapy, Small Animal Care, Catering, Child Care and Construction.



Subject Organisation and Delivery

In Year 7 students are assigned to a tutor group and the majority of students will be following a two-year Key Stage 3 course. The courses that the students will follow have been designed to personalise the learning experience of the learners. In some subjects students will follow a particular pathway which has been designed to ensure that they are fully engaged in their learning whilst following a relevant course designed for their particular needs. In all subjects, the pathways are continually reviewed and monitored. By the start of the Spring term, students are assigned to pathways in English, Mathematics, Science, History and Geography. The school will assign all students to follow either French or Spanish. This decision is made by Weydon School.

In Year 8 students will continue to be taught in a range of pathways to suit their individual requirements. At the end of the year students will complete an 'internal' end of Key Stage 3 assessment.

In Year 9 students will begin to follow GCSE courses in English, Mathematics and Science. For the majority of the subjects, students will be assigned to a pathway to suit their individual needs in their core subjects. They will also follow four GCSE options. Those options are chosen during Year 8 where a fully supportive schedule is organised to ensure that the students make an informed decision.

The teaching methods employed at Weydon vary in response to the needs of the students and the demands of subject content. Thus, group work, resource-based learning in the classroom, independent learning utilising resources inside and outside the classroom, collaborative learning using more than one teacher in the classroom and a whole-class approach may be used by all teachers with the same group of students at some stage. Students in Year 8 and above have the opportunity to purchase an iPad to support their learning.

We are increasingly aware of individual students' preferred learning styles, and promote the use of all learning styles in the classroom to encourage learning.

We aim to be an inclusive school. This means that all students, regardless of their strengths and weaknesses in any area, are equally valued and have the same opportunities for participation. As part of our school community they are included in the feeling of belonging.



Promotion of Outstanding Teaching and Learning

At Weydon we believe that effective learning takes place when:

- Students feel valued as learners and are active partners in the learning process.
- Students are inspired, motivated, challenged and build upon their sense of curiosity.
- Classroom relationships are built on mutual tolerance and respect.
- Students are enticed, enthralled and excited by their teachers and are given opportunities to enjoy a genuine sense of achievement.
- There is a common expectation that high standards of self-discipline and order are expected.
- The learning environment in which students and teachers are working is stimulating and comfortable.
- Lessons are well prepared, with activities and resources appropriate to all students' learning needs.

Staff at Weydon are committed to ensuring that:

- Lessons and activities are prepared and have a clear learning framework.
- Students have a clear and common understanding of the high expectations their teachers hold of them and of the targets towards which they are working.
- The teaching styles, resources and tasks students encounter are varied and challenging, offering opportunities for achievement by students across the ability range, irrespective of social class, race or gender.
- Students are given the opportunities to review and develop their ability to reflect upon their own progress and, where possible, to be involved in planning the next steps in their learning.
- Students' achievements are praised, shared in the classroom and celebrated through, for example, wall displays, assemblies and the weekly bulletin.
- A broad spectrum of enrichment activities, such as Duke of Edinburgh's Award Scheme, is available for students to join.
- Students, through a variety of techniques, are given opportunities to develop as autonomous and reflective learners.

Sporting Aims and Provision

The Physical Education curriculum area has an excellent reputation both within the school and local area and is extremely proud of its students and their achievements. The curriculum area believes strongly in developing healthy, active lifestyles in the school community, whilst also striving for excellence.

The Curriculum Area Leader joined the school in September 2012 and currently there are six members of staff teaching Physical Education. A key feature of the area is the passion that all of the staff have for their subject and sport, and also the way in which the staff interact, and their willingness and flexibility to adapt in order to best meet the needs of the students.

The curriculum area has great facilities, which consist of two high quality all-weather pitches, a state of the art fitness suite, a sports hall, gym, the use of the main hall, and high quality floodlit hard court areas marked out for either four netball or six tennis courts. Additionally the main playground has been refurbished so that it now provides six superb basketball or football courts marked for students to use both within and outside of lesson time.

Students in KS3 cover a number of team games together with gymnastics, athletics and fitness. In Years 8, 9 and 10, classes are set by ability and all staff teach a mixture of ages and abilities. In Year 11, students have the opportunity to follow an options programme and make use of local facilities, including Guildford Spectrum and Surrey Sports Park.

Students who opt to study GCSE PE follow the EDEXCEL syllabus, with approximately 60 students studying for this award each year. The school also offers GCSE Dance to interested students with approximately a dozen students studying for this award each year.

Many of our students are very talented and go on to achieve success locally, nationally and even at international levels. There are inter-school and inter-form competitions run throughout the year and we are a dedicated curriculum area for fixtures and extra-curricular activities.

The curriculum area is fully committed to encouraging students to adopt healthy, active lifestyles and we welcome applications from well qualified teachers, or NQT's, capable of teaching the wide range of activities offered both through core and GCSE Physical Education lessons.

“I enjoyed the trip to Avon Tyrell because it was fun and I got to know all my classmates.” Year 9



The Arts at Weydon

Housed within the Medici building, the Arts are able to perform and exhibit in a world class building that has purpose built studios, exhibition spaces and a 300-seat theatre with an in-house sound and lighting technician.

Art

The Art and Design curriculum area is a vibrant and busy area where a wide range of creative activities takes place. All students are given the opportunity to experience a variety of media and techniques in three, new purpose built studios.

We have a beautiful, brand new exhibition space, ICT suite and kiln, giving students the opportunity to work in both two and three dimensions across a wide spectrum of artistic styles which enables us to now offer evening gallery space to each year group to exhibit their work to parents.

During the day, the light and airy studio rooms are available for students to work in at lunch times and after school to allow them access to all the art materials and our GCSE students have experienced staff on hand for advice in all areas of this exciting subject.

Extra-curricular activities take place at lunch times during the week and include workshops in Mixed Media, Fine Art, Painting and Textiles. We offer Fine Art

and Art and Textiles at GCSE in Key Stage 4 and a significant percentage of our students move on to do further art-related courses at 6th Form Colleges.

Dance

The Dance curriculum area is a hub of excitement and creativity; it was introduced into the curriculum three years ago and has continued to grow and become more popular, especially with our now extensive cohort of male dancers.

Students take part in regular clubs, festivals, competitions, performances and showcases throughout the year and they are proud of their work and what they are achieving. Dance offers opportunities for everyone, being such a diverse subject there are no limits or boundaries for our students to create and achieve.

We work both practically and theoretically in this subject to ensure that the foundations of Dance are set properly from the beginning. Students study choreography and performance, the professional works of established choreographers including; aspects of production and analysis of their own work and the processes of creating a piece.

They are encouraged to experiment, create and be curious at every opportunity learning how to work with others and appreciate different styles and works along the way.

Drama

The drama curriculum is challenging and diverse offering students opportunity to devise original work as well as develop performance skills through a variety of practical workshop-based classes as a way of exploring text and performance. We also have fabulous facilities including a drama studio and 300-seat theatre, which supports exciting practical student involvement in lighting, sound, costume, and set design. Our student technical team is growing in size and independently handles many of the technical demands of our performances.

Annually Weydon stages a very successful whole school production (Les Misérables and Billy Elliot to name the most recent) as well as provides a variety of other performance opportunities throughout the year. Extra-curricular clubs run at lunchtime for both KS3 and KS4 and LAMDA classes are offered after school.



Theatre visits are arranged for all year groups and are enthusiastically supported by students. One of the most exciting GCSE trips is to New York for the 'Broadway Experience'. GCSE Drama has a high uptake at KS4 and many students go on to study Drama, Performing Arts or Theatre Studies at 6th Form Colleges.

Music

The music department is a thriving and dynamic space within the school. Over 150 students regularly take part in the extensive extra-curricular musical timetable which includes a number of choirs, string orchestra, concert band, jazz band, guitar and uke club and funk band.

Public evening performances take place at least every half term and include designated year group open mic nights as well as formal

concerts, our own X Factor final, Jazz Cafe and Musical theatre productions. We also work closely with the Maltings to create a number of community performances in the area.

The music curriculum is based around practical, workshop based lessons exploring, creating and listening to a wide range of musical genres including world music, twentieth century music, popular music and western classical music. Students each have access to an individual iPad installed with Garage Band in order to enhance their composing and recording skills.

GCSE music is a popular choice at KS4 and music students are encouraged to make full use of the new facilities, having priority over the 5 purpose built practise rooms both before school and at break times. Trips to concerts and operas are organised every term and really enhance the musical understanding of our GCSE students.





Citizenship

Citizenship is delivered across the curriculum but more specifically through PSHE lessons in all year groups and the pastoral programme.

Citizenship education aims to equip young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Students learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action and learn how to play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens.

Citizenship encourages respect for different national, religious and ethnic identities. It equips students to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK. Students begin to understand how society has changed and is changing in the UK, Europe and the wider world.

Citizenship addresses issues relating to social justice, human rights, community cohesion and global interdependence, and encourages students to challenge injustice, inequalities and discrimination. It helps young people to develop their critical skills, consider a wide range of political, social, ethical and moral problems, and explore opinions and ideas other than their own. They evaluate information, make informed judgements and reflect on the consequences of their actions now and in the future. They learn to argue a case on behalf of others as well as themselves and speak out on issues of concern.

Citizenship education is about enabling and encouraging students to make their own decisions and to take responsibility for their own lives as well as the quality of life of all those who are part of Weydon and the wider community.

In order to achieve these objectives students at Weydon are encouraged to participate fully in the rich life of the school.



Collective Worship

We are unable, through lack of space, to hold assemblies for the whole school or for two halves of the school, on a daily basis and our experience is that the smaller year assemblies are more satisfying to students and staff alike. Accordingly, each student will attend at least two assemblies each week at which there will be a combination of presentations, readings, talk and music. School musicians make very meaningful musical contributions from time to time.

While the general ethos of the talks is broadly Christian, there will be ample room for contributions from people from different traditions. Assemblies led by members of Cohesion, Farnham and local church leaders are a regular feature for each year group.

Parents who do not wish their children to participate in formal Religious Studies or collective worship, should write to the Headteacher. As consideration should be given to the needs of the developing young person in company with her/his peer group, withdrawal from lessons is not encouraged. No organised substitute activity can be provided when a parent decides on non-participation in Religious Studies or collective worship.

Securing the Spiritual, Cultural, Social and Moral Development of the School Community

The curriculum in all its parts attempts to create an environment where the potential for development of the whole person is realised in individual lives. There are regular opportunities, taught and caught, to learn about and to experience qualities like love, forgiveness, inspiration, humour, tolerance, beauty, awe and wonder.

The whole curriculum develops students' spiritual, cultural, social and moral development. However, parts of the curriculum such as RS, Literature, Drama, Music, Art, History, MFL, PE and PSHE are particularly well equipped to encourage understanding and the development of specific human qualities, though it is difficult and at times impossible to measure progress, particularly in the moral and spiritual spheres.

All curriculum areas identify aspects of their taught curriculum and schemes of work where opportunities may be provided for the

development of these qualities. Teachers are encouraged to use a variety of learning styles which will allow all students to reflect on important issues and aspects of life.

The school assembly system follows a weekly, non-faith based theme which is designed to reflect the values of the Spiritual, Cultural, Social and Moral development policy. Also supportive of this policy are the 'Tutor Time Thunks' which tie in with the current PSHE theme being taught and are discussed during tutor time.

Numerous school trips, whether local, national or international, along with a vast array of curricular and extra-curricular opportunities, all make valuable contributions to students' maturing sense of spiritual, cultural, social and moral development.

Religious Studies

The RS curriculum at Weydon is where students' study varied aspects of Christianity and is carefully balanced by their learning about five other major world religions: Judaism, Islam, Hinduism, Buddhism and Sikhism. The school benefits greatly from close relations with Cohesion, a Christian Youth Organisation. Visits to a mosque in Year 7 and to 'The Life of Christ' at Wintershall in Year 8 are organized annually and are very popular and successful. In Years 9, 10 and 11 students follow an interesting and extremely popular course in Religious Studies, which leads to GCSE qualification. This course draws heavily on topical philosophical and ethical issues requiring students to keep abreast of current affairs. Wherever possible the curriculum is supported by visiting speakers and local church leaders.

Child Protection Lunchtimes

The Designated Safeguarding Lead (DSL) at Weydon School is Mr S Maginnis (Deputy Head). In his absence, we have a team of Deputy Child Protection Officers who can help you. Upon receiving information that a child may be in danger, all members of the staff know that they are responsible for referring the details to the DSL, whose duty it is to decide what course of action to follow. Procedures are laid down by the local authority and it is the policy of the DSL to follow these guidelines.

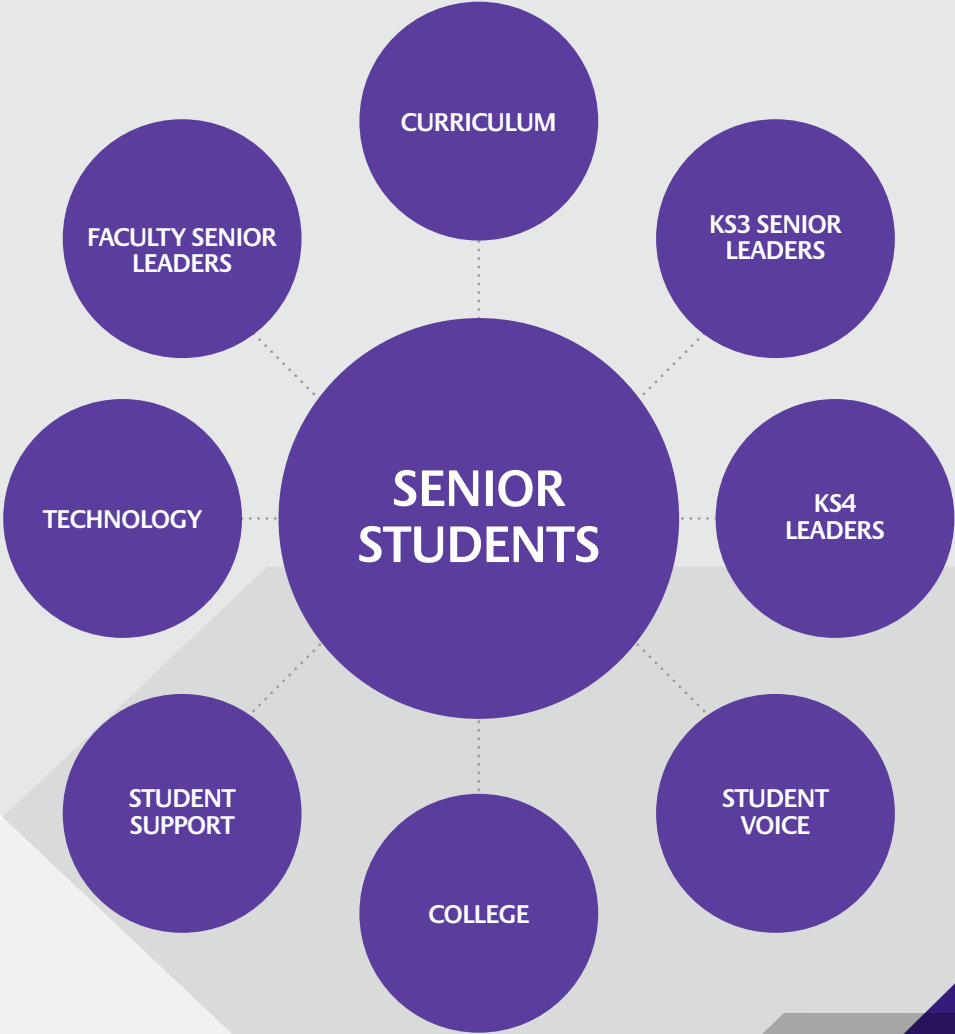
The DSL may conclude that the nature of given allegations indicates that they should be reported to the appropriate member of the Social Services and, in certain very specific circumstances, to the Police. These agencies are trained to deal sensitively and supportively with a wide range of child protection matters.

At lunchtime we offer a wide range of hot and cold food in the restaurant, the outside Pod and the Just Relax Café on the field, which follow the new national food standards. Students may purchase food or bring a packed lunch, which may be eaten in the restaurant, the hall or outside. In good weather we encourage students to spend their break times outside but in wet weather they may use their tutor rooms to talk quietly or the Learning Resource Centre to work. Students are not allowed to leave school at lunchtimes. The school provides a wide range of activities and clubs at lunchtimes which they are encouraged to participate in.

Student Leadership Team and Satellite Forums

Each forum acts as a satellite from the Student Leadership Team and is co-chaired by a key member of staff alongside the Student Leaders. Each forum additionally contains elected members from each Year Group (Years 7-10). The Head Boy and Girl, along with the two deputies, chair the Student Leadership Team which comprise students who are chosen from each of the forums. They devise the agenda to run alongside key school developments with the intention of forging a genuine partnership between the students and the school leadership body. It facilitates a real learning dialogue between the school and its students with the student body having a significant impact upon their learning journey.

Alongside the satellite leadership curriculum areas will also have student leaders working with them.



Valuables

Mobile Phones

When in school, mobile phones must be turned off and stored in your son/daughter's bag or locker. They must not be used at break or lunchtimes. Mobile phones will be confiscated if used and will not be returned until the end of the day on Friday. Due to the ongoing fast paced nature of technological development, the school is constantly reviewing and updating its guidance and policy.

On rare occasions, a teacher may allow mobile phones to be used for learning in lessons.

There is a pay phone situated by Student Reception which is for emergencies only, for example when a student is detained at school for some reason. The phone is not

there for general use or for students to ring home regarding quarrels and less serious matters. Calls are charged from 20p for a landline and 50p for mobile numbers.

Please do not text or telephone your son/daughter during the school day. All communications must be via the main school office on 01252 725052 and we will pass on any messages.

Confiscated Items

Items which have been confiscated, such as jewellery, mobile phones, MP3 players and non-uniform clothing, can be collected at 3.20pm on Fridays. If required, a confiscated item may be collected sooner by a parent (in person) from Reception.

Jewellery

Acceptable

Jewellery should not be worn in school. An inexpensive watch, one signet ring and small ear studs one per ear are tolerated. No responsibility is accepted for jewellery which is lost or stolen and all jewellery is forbidden during practical lessons and PE.

Unacceptable

Excessive jewellery will be confiscated. Earring(s), nose rings, tongue studs, eye-brow studs or any visible body piercings are unacceptable. The taping of earrings or other piercings is not permissible.

Punctuality

Good punctuality is a social and work virtue for all of life and is positively reinforced by staff.

Students must arrive at school by 8.30am and be in their tutor bases at 8.35am ready for registration at 8.40am.

If a student arrives late to either morning or afternoon registration three times in one half term, they will be expected to attend an Early Morning Detention which take place on a Wednesday morning from 8am. If a student is issued with an Early Morning Detention, parents will be notified by text message.

If a student needs to arrive late to school due to an early morning medical appointment, parents should leave a message on the 24 hour Student Absence Line and provide their child with a note explaining their absence for them to present to staff upon arrival at school.

High Achieving Students

Students who demonstrate excellence in their subjects will be identified consistently through the Progress and Achievement Leaders (PALs) and teacher input and grade sheets. These students will be registered as being potentially high achieving students.

The students are helped to reflect on their own learning and are encouraged to set themselves realistic and challenging targets.

All staff are made aware of these students and plan their lessons to ensure the students fulfil their potential. Additionally CBI grades are monitored, as evidence suggests that practice and effort are the key factor in performance. The high achieving student co-ordinator, the Directors of Key Stages and PALs, monitor their progress in line with an assessment cycle.

A programme is in place for students that are identified as having the potential to achieve highly in years 7–10. Year 11s are then stretched and challenged through the student leader process and their assigned curriculum areas.

Special Educational Needs

We aim to be an inclusive school. This means that all students regardless of their strengths or weaknesses in any area are equally valued and have the same opportunities for participation. As part of our community they are included in the feeling of belonging.

A student is defined in the Code of Practice 2014 to have special educational needs where their 'difficulty or disability calls for special educational provision, that is different from or additional to that normally available to pupils of the same age'.

Staff based in the Student Support Centre (SSC) address a wide range of special educational needs and disabilities (SEND). These include children who have difficulties with communication and interaction, cognition and learning, social, emotional wellbeing and mental health difficulties and sensory or physical needs. We try to help all students to become effective learners and to ensure that the curriculum is differentiated to meet individual needs. Regular monitoring and assessment allows targeted intervention based on individual need. A detailed SEN policy is available.

Students are initially identified through transition liaison with our confederation schools, screening test results, referrals by subject teachers and concerns expressed by students and parents. Our current SEND provision is published on our website and can be found at www.veydonschool.surrey.sch.uk/parent-information/sen-info-offer.

Clubs, Societies and Teams

As you can see from the sample list below, the extra-curricular activities offered at Weydon School is extensive and offers a broad and balanced selection for your child to choose from.

We feel passionately about ensuring the very best progress is made for each and every student but we also believe that students benefit from fully embracing the extra-curricular offer.

Students are encouraged to pursue at least one club a week.

Sample Extra-Curricular Timetable

Monday

Activity	Venue	Time
Knit and Natter	Illyria	Lunch
Billy Elliot Soloists	WM1	Lunch
Castle Cricket	Field	Lunch
Fitness	FS	Lunch

Tuesday

Activity	Venue	Time
Keyboard Typing Skills	Keller	Before School
Science Club	N15	Lunch
River Drama Club	M1	Lunch
MFL Games Club	W19	Lunch
Board Games	V11	Lunch
Knit and Natter	Illyria	Lunch
Billy Band	WM2	Lunch
Girls Circuits	Gym	Lunch
Interform Boys Cricket	AWP1	Lunch
Fitness	FS	Lunch
Legit Boys Dance	M1	After School

Wednesday

Activity	Venue	Time
Card Games	Rainforest	Lunch
Dance Club	Gym	Lunch
Boys Basketball	SH	Lunch
Knit and Natter	Illyria	Lunch
Interform Girls Cricket	AWP1	Lunch
Rounders	Field	Lunch
Minibridge	LRC	After School
Girls Cricket	Field	After School

Thursday

Activity	Venue	Time
Music Theory Club	WM1	Before School
Billy Band	WM2	Lunch
Castle Drama Club	M1	Lunch
Volleyball	Field	Lunch
River Cricket	Field	Lunch
Boys Tennis	TC	Lunch
Big Questions	W11	Lunch
Spanish School	W20	After School
French School	W18	After School
Dance Academy	M1	After School
Billy Elliot	M2	After School
Athletics	Field	After School

Friday

Activity	Venue	Time
Boys Netball	NC	Lunch
Drawing Club	Riley	Lunch
Girls Tennis	TC	Lunch
Summer League Netball	NC	After School
Billy Elliot	M2	After School

i2i Partnership Teaching School Alliance and Teach@Weydon (Teacher Training)

Since 2012 Weydon School has been part of a select group of schools designated as Teaching Schools. Our two aims are to recruit and train the best new teachers, and develop the most skilled and talented leaders.

To achieve this, we need your help. If you or someone you know is considering teaching as a career, whether they are an undergraduate coming to the end of their studies or someone thinking about changing career, we would like them to contact us about our Secondary PGCE programme.

You can view a short film about the programme on our web page <https://goo.gl/x44vxP>

For further details of the programme, to register for an information event or to enquire about our School Experience Programme, please contact tcresswell@weydonschool.surrey.sch.uk

Make a difference. Be your favourite teacher.



Useful Contact Details

School Email

info@weydonschool.surrey.sch.uk

Admissions

admissions@weydonschool.surrey.sch.uk

Headteacher's PA

klockett@weydonschool.surrey.sch.uk

Main Office Telephone

01252 725052



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