ST GEORGE’S ACADEMY

PROSPECTUS 2019 – 2020

“Aiming High to Achieve Excellence for All in a World Class Academy”
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Welcome to St George’s Academy

St George’s Academy is a large 11-18, mixed, specialist Maths and Computing Academy of 2263 students (including 400 in the sixth form), serving Sleaford, Ruskington and the surrounding rural area in Lincolnshire. The Academy has a main campus in Sleaford with a smaller campus in the village of Ruskington. The Academy opened in January 2010 following the successful partnership of the predecessor school, St George’s College of Technology, with two, small, rural secondary schools. As St George’s Academy, we will continue our relentless work to improve student achievement and so give our students the life chances they deserve.

We hope that you will find our Prospectus comprehensive, but please do not hesitate to contact the Academy if you have any queries or require further information. Our website will also keep you up to date with all Academy events. www.st-georges-academy.org

St George’s Academy Members and Governors

A very warm welcome from the Members and Governors of St George’s Academy. The Members, Governors and staff are all dedicated to providing a world class education for the students and see the partnership with parents as vital to achieving this aim.

Members

Mr G Arnold
Mr R Burrell
Mrs S Harvey
Mrs B Hitchcock

Governors

Mr G Arnold
Mrs R Burrell
Mrs S Harvey
Mrs B Hitchcock
Mrs L Caslin - Principal
Prof H Gross - Lincoln University (Co-Sponsor)
Mrs J Harman - Co-opted
Cllr A Hagues – Local Authority (Co-Sponsor)
Mr R Macdonald – Co-opted
Mrs D Smith - Parent

Clerk to Governors:  Mrs E Evans – Tel: 07912 979435
Our Mission

St George’s Academy has a mission to provide a world class education for all students. We strive to work in partnership with parents and the local community to prepare students to take an active and positive role in a technological society. We wish to develop innovative and effective teaching and learning methods that encourage the students to strive for excellence: the very best each individual can achieve. There will be a relentless focus on high standards, particularly in literacy, numeracy and computing. Supporting our rural community, we will work on a hub and spoke model to ensure all students can access the full range of options. We aim to provide a world class education for all of the children in the area.

The Academy has a mission summary statement:

“Aiming high to achieve excellence for all in a world class Academy”

Our mission summary statement indicates what the Academy would like to achieve. We want the Academy staff and students to have high expectations: to aim high. Gifted students will be stretched; all students will be motivated by the choice of vocational and academic subjects on offer. It is important that the expectation is for all students to give of their best and to expect to be educated throughout their lives. The Academy wants to achieve an excellent education for all of its students: only the very best practice will serve to equip students for a rapidly changing world. We are preparing students for the future: to play an active and positive role in a technological society. We are looking to develop innovative and effective teaching and learning methods so that our students will leave the Academy equipped to play a productive role in their community. By involving other schools and the wider community in the work being undertaken at St George’s, the Academy will become a focal point for education and training.

Our Vision and Values

Vision

Our vision is to create a world class Academy where all students achieve their potential.

Values

- Respect: We agree to respect all members of our community and our environment.
- Teamwork: We agree to work together for the benefit of all.
- Tolerance: We agree to accept others and treat everyone equally.
- Excellence: We agree to strive for excellence in everything we do.
- Opportunity: We agree to seek opportunities for ourselves and others.
- Ambition: We agree to be ambitious for ourselves and others around us.

The Academy have reviewed our values this year and have agreed on six main values, which help to create our ethos.
St George’s Academy will have a relentless focus on four key areas:

- An outstanding classroom experience to raise achievement across all Key Stages
- The development of Core Skills and Personal Standards
- Improving Sixth Form Performance
- The development of our specialist areas

Our Campuses

The main campus in Sleaford is situated in 30 acres of parkland and contains excellent facilities: a 12-laboratory science block, two sports halls, a fitness centre, drama studio, Construction Centre and the Brealey Languages Centre. All the classrooms contain Interactive White Boards, allowing students to engage in the latest teaching and learning strategies. As part of the ongoing refurbishment of the Academy, for the 21st century, a new hall and Library has been built, surrounded by Sixth Form learning spaces. The computing and ICT faculty has moved into purpose built accommodation offering the latest technology in six suites.

An Innovation Centre has been developed to allow students to investigate uses of technology, including a full-size car simulator. The English Department, Humanities Department and Science Department have gained additional classrooms. Our campus at Ruskington has been completely rebuilt and provides outstanding accommodation including two new extensions completed in 2015 comprising a new large hall and additional workshops.

The Academy has an ICT Network linking the two campuses, giving all students access to the same high quality resources. Students may also access these facilities remotely 24/7.
Teaching and Learning

St George’s Academy offers a fully comprehensive, balanced education for students aged 11 to 19, covering the National Curriculum and a wide range of vocational opportunities.

St George’s Academy is proud of its very high teaching and learning standards in the classroom; in addition, students develop their own study skills by working independently in one of the Academy’s Libraries or in one of the main computer rooms.

In Years 7 to 11, students’ progress is monitored regularly by awarding termly attainment and effort grades, which are used for target setting. Every year, parents receive a comprehensive written report. Students are set by ability in most subjects and follow differentiated programmes of study.

In addition to the regular timetabled lessons, we organise a number of special days/weeks during which students can focus on individual subjects or concepts and learn in even greater depth. Special literacy and numeracy weeks at Key Stage 3 are ways in which we flex the curriculum to address a particular learning need. This is in addition to the Sports Day/Project Day, which takes place in the summer term.

There are numerous other opportunities for students to develop a greater depth and understanding outside normal lessons, including educational visits, BBC News School Report Day, European Day of Languages to name but a few. We also arrange opportunities for students to try new subjects ahead of picking options for Key Stage 4 and Key Stage 5.

Key Stage 3

In Key Stage 3, all students follow courses in English, Mathematics, Science, Technology, a Foreign Language, Art, Computing, Geography, History, Music, Religious Education, Physical Education, and Life Skills, which incorporates Citizenship. Information and Communications Technology (ICT) is used extensively across the curriculum, to enhance learning and to develop and apply students’ ICT skills and capability. ICT/Computing is also taught as a separate subject.

Key Stage 4

Whilst maintaining a broad and balanced curriculum for all in Key Stage 4, St George's Academy offers each student the opportunity to select academic and vocational courses that best suit his/her ability, aptitude and interest. There is a very long list of option subjects from which to choose.

In Key Stage 4, all students currently study compulsory subjects in the ‘core’ curriculum (English, Mathematics, Science, Physical Education, RE/Careers Education and Guidance/Citizenship) and can choose additional subjects from four guided option blocks. There are a number of curriculum pathways designed to optimise the achievements of all students. Each pathway ensures students follow a broad and balanced curriculum, with guided options to ensure academic challenge, vocational experience and a blend of theoretical, creative and practical studies.

Option A: Humanities

Students will choose from either History or Geography, except for a small number of selected students who will have additional literacy instead. History and Geography also appear in the Open option for those wishing to study both.

Option B: Languages +

As previously mentioned, all students whose external and current data suggests they are capable of achieving the EBAC suite of qualifications will study a Modern Foreign Language. Those who do not fall
into this category may still opt to study a Modern Foreign Language or may pick from a limited number of accessible options. In addition to gaining the EBAC recognition, studying a language is proven to enhance a range of cognitive skills including memory, concentration, listening, problem-solving and flexibility.

Option C: Open Option
Students may choose from a wide range of academic and vocational courses covering a very broad range of interests and skills across a spectrum of creative, practical, expressive, abstract and theoretical disciplines. Please note that we have provided a long list of choices for the students. We will tailor the final list of courses to the students’ preferences. This means that the least popular courses will not run.

Option D: Vocational Option
With the removal of coursework from the academic GCSEs, we feel that the study of a vocational course is very valuable. Vocational study develops skills in: time management; breaking big tasks into smaller, more manageable tasks; managing short and long term deadlines; acting on and tracking feedback. As such, it is invaluable preparation for independent study at A Level and beyond. Furthermore, the vocational courses in this option block are able to be delivered effectively in two years, completing at the end of Year 10. This reduces pressure in Year 11 to support mental health, and creates capacity for additional English and Maths and time to deliver personalised support.

St George’s Academy regards Key Stage 4 and Sixth Form as a continuum with a progressive 14 to 19 curriculum: students are encouraged to stay on at St George’s Academy, which is part of the Sleaford Joint Sixth Form. Whilst St George’s Academy remains their ‘base school’, students are free to attend any appropriate course on offer within the Sleaford Joint Sixth Form.

Key Stage 5
St George’s Academy welcomes all students to study in the Sleaford Joint Sixth Form, provided there is an appropriate programme of study available. Each course has minimum entry requirements, plus subject-specific criteria which must be met.

All students, internal and external applicants, are given assistance and guidance with the selection of subjects prior to the commencement of Sixth Form studies. Outside agencies – including the appropriate careers education and guidance – also assist in this process. Provisional course offers are made during Year 11 and these are reviewed on receipt of examination results. Where necessary, additional interviews are held to revise course offers, prior to the beginning of term. The consortium of two academic trusts across three campuses in the town is able to provide a wide range of courses, including A Level, Applied ‘A’ Level, BTEC, Cambridge Technical Qualifications and specialist industry standard qualifications in addition to Mathematics and English GCSE re-sits. The list of level 3 subjects is extensive and includes: Psychology, Sociology and Law to name a few, as well as Advanced Vocational courses in Business, IT, Health & Social Care and Travel & Tourism. Vocational courses are also currently offered in Public Services, Construction, Bricklaying, Joinery, Vehicle Technology, Health & Social Care, Photography, Work Skills and Early Years Education.

A 2 day induction programme takes place after the exams have finished in June for prospective Sixth Form students to assist them in the transition to post-16 study. Guidance and pastoral support are provided during registrations, tutorials and enrichment periods. Students also have the opportunity to prepare for higher education/employment through visits, speakers and other activities. Students are also expected to help in the development of the community life of the Academy. There is a Head Student Team who organise fundraising, social events, new developments and support the wider community.

On admission to the Sixth Form, students are expected to adhere to a Code of Practice, which has been agreed with the current Sixth Form students.
The Academy Sixth Form is based in the Arnold Centre. The facilities support students to become successful, independent learners.

Students are treated as adults and are expected to conduct themselves accordingly. They are not required to wear Academy uniform, but are expected to adhere to the dress code, which has been introduced to help students make a good impression by portraying a professional image.

Students are encouraged to develop into responsible adults, who will readily find a successful place in society. All students follow a career exploration and action planning program and are encouraged to pursue a career path which maximises their potential.

**Homework**

The Academy considers homework to be essential to the progress of every child because:-

1. It offers opportunities for students to carry out work, which is independent of the tutor thus developing perseverance, self-discipline and self-confidence.

2. It allows students to reinforce skills learned and to reinforce understanding through open-ended or extension work and to broaden knowledge through learning activities.

3. Our planner allows parents to grasp our expectations and provide support at home. This strengthens the partnership between the Academy and home.

<table>
<thead>
<tr>
<th>Type of Homework</th>
<th>Reason (Students should be able to…..)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Facts</td>
<td>Learning for Achievement</td>
</tr>
<tr>
<td>Practising Skills</td>
<td>Gain a Skill</td>
</tr>
<tr>
<td>Independent Research</td>
<td>Become more Independent (less reliant on others)</td>
</tr>
<tr>
<td>Applying Skills</td>
<td>Gain Understanding</td>
</tr>
</tbody>
</table>

**Time spent on homework**

The homework timetable is designed to make realistic demands on students. As a broad guideline, students should be spending time on homework within the following range:

- **KS3**: between 45 minutes and 1½ hours per night
- **KS4**: up to 2½ hours per night
- **Sixth Form**: in order to fulfil their potential sixth formers should spend an average of 3½ hours per subject per week

**Extra-Curricular Activities**

There is a varied range of Extra Curricular Activities for students to take part in. These activities take place at both Ruskington and Sleaford campuses during lunchtimes, after school and sometimes during the holidays. The activities vary from homework club, outdoor/indoor sports, computer games club, chess club, singing and drama clubs and many more. An up-to-date list of dates and times of our extra-curricular activities can be found on the Academy website: [www.st-georges-academy.org](http://www.st-georges-academy.org)
Assessment Policy

A quality process of assessing student’s work, recording their achievements and reporting their progress is fundamental to:

- Improving student performance
- Comparing performance with potential as shown in tests
- Promoting an achievement and learning culture
- Fostering independent study skills
- Setting realistic targets
- Monitoring progress
- Praising and rewarding good work
- Strengthening our partnership with parents

Assessment, recording and reporting are integral parts of the Academy’s Quality of Teaching and Learning statement. By sharing assessment information, subject and pastoral teams can work together towards our common goals: to Aim High and to achieve Excellence for All. Careful assessment, that informs planning and enables the next steps to be taken in learning, are part of the expected ‘Core Standards’ for teachers.

During the year, assessment data is used by all teachers to set targets, inform planning, show the students the next steps they need to take in their learning, to monitor students’ progress and to praise good work. Students must also respond to staff feedback in their books to ensure progress. At the end of the year, assessment data is used for allocating students to ability-based teaching groups in the following year. During the year, data is used to move students, as appropriate, between sets.

Details of Routes taken by Students Year 11 (2018)
(2019 figures not available yet)

<table>
<thead>
<tr>
<th>Remaining In Education</th>
<th>Employment</th>
<th>Apprenticeship</th>
<th>Other/Unknown</th>
<th>Total no. of students on roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>329</td>
</tr>
</tbody>
</table>

Details of Routes taken by Students Year 13 (2018)
(2019 figures not available yet)

<table>
<thead>
<tr>
<th>Further Education</th>
<th>Higher Education</th>
<th>Employment</th>
<th>Other/Gap Year</th>
<th>Total no. of students on roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>65%</td>
<td>20%</td>
<td>10%</td>
<td>177</td>
</tr>
</tbody>
</table>
University and Careers Centre

The Academy has a dedicated University and Careers Centre, staffed by a Careers Officer and an Administrative Officer.

The aim of the University and Careers Centre is to provide students with a view of the wider world and of the opportunities that exist beyond Academy life. We encourage students to be more self-aware. By learning about themselves and their preferences, well-informed decisions and career choices can be made. Through research and exploration of available careers, students learn about the opportunities that exist in the wider world and, through career management, they can plan how to realise their ambitions. We aim to encourage and motivate our students to achieve their goals and be successful in life.

Our objectives are achieved in a variety of different ways including: visits from speakers, arranging trips to careers events, delivering careers lessons, arranging work experience, and liaising with impartial careers guidance professionals. All students visit the University and Careers Centre on a regular basis and are encouraged to use this staffed facility during break-times and lunch-times. There is extensive up-to-date information on training, occupations and apprenticeships. Staff are also able to advise students on further and higher education routes. The centre boasts an extensive range of IT packages, books, pamphlets and leaflets, which all students from Years 7 to 13 are encouraged to use.

Work Related Learning

One of the ways in which young people are encouraged to find out about life in the work place is our well-established Work Experience programme. It forms an integral part of the curriculum for our Year 10 students and lasts for one week. In Year 12, students benefit from a further week’s work experience. In order to make the most of opportunities offered, students work through a schedule of planning, preparation, briefing and de-briefing in their Careers sessions.

Work Experience aims to help students to:

- Develop personal and social skills and qualities by working with new adult contacts;
- Understand some of the demands, responsibilities and routines of working life;
- Apply some of the skills they have learned at the Academy;
- Compare career ideas with actual experiences.

St George’s Academy Library

Library Opening times are:

**Sleaford Campus**
Arnold Centre Library 8.30am to 4.30pm Monday to Friday
Art Block Library 8.30am to 3.30pm Monday to Friday

**Ruskington Campus**
Library 8.30am to 4.30pm Monday to Friday

Additionally, a supervised afterschool Homework Club and Reading Club runs on each Campus from 3.30pm to 4.30pm.
We have **three** excellent Academy Libraries which are open throughout the school day, with experienced staff always available to provide help and advice.

The extensive stock provides resources for class and individual research, homework and most importantly, reading for pleasure.

The libraries stock all of the latest teenage fiction, a wide selection of non-fiction books, newspapers, magazines and DVDs. Students may also access computing, printing and photocopying facilities.

![Library Image](image1)

![Library Image](image2)

**Special Educational Needs and Disabilities (SEND)**

We regard every student as an individual. Each student will have an equal opportunity to work to their full potential so that they will learn to appreciate and value their own strengths. We aim to ensure that each student feels equally valued within the Academy community and we are committed to combating discrimination of any sort.

The Academy caters for the needs of all students with Special Educational Needs and Disabilities (SEND). The aim of our SEND provision is to improve the learning and raise the achievements of students with Special Educational Needs and Disabilities by promoting and developing student independence, in order to best prepare them for life beyond school.

All staff share responsibility for students with SEND in their classes. Individual subject teachers provide the support required for both the more and less able students, largely through Quality First Teaching.

The Academy employs Learning Support Assistants (LSAs) to support students and their teachers. We believe there are considerable benefits for all students in catering for SEND in the mainstream class. Where in-class support is provided, teachers are better able to focus on the differing levels of ability within the group. Some students with Special Educational Needs and Disabilities may at times require more specialised teaching, which can better be provided within a small group situation away from the main classroom.

Students with Special Educational Needs and Disabilities are placed on the SEND Register and each student is allocated a named LSA who meets regularly with them, oversees their provision, monitors their progress and liaises with the SENCo and Assistant SENCo. If an Individual Support Plan (ISP) is appropriate, a copy will be given to the student, all staff involved and parents. ISPs will be reviewed at least twice a year.

LSAs assist some students, who need help with organisation, homework, basic literacy/numeracy skills, language development, revision, catch-up work and social skills. LSAs also supervise a daily Break-time and Lunch-time Club and a Homework Club which takes place every day after school. Typing tuition is provided for identified students.
A summary of the principles guiding our SEND work

All students in the Academy study the National Curriculum. The Academy seeks to develop an inclusive curriculum and thereby reduce the need for aspects of the National Curriculum to be disapplied for a student, by applying the following three principles as set out in the 1999 DfEE National Curriculum for England document:

- setting suitable learning challenges;
- responding to students' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of students.

We aim to meet students’ learning difficulties by:

- identifying students with Special Educational Needs and Disabilities;
- enabling all staff to meet identified student needs and keep up with developments in the area of Special Educational Needs and Disabilities;
- making the curriculum accessible to all students, through recognising the need for differentiation and employing a range of teaching styles;
- by working closely with parents and outside agencies.

Students with learning difficulties will benefit from:

- being taught within a smaller group supported by LSAs, where appropriate;
- a structured framework;
- a variety of teaching methods including whole class and group sessions;
- differentiated activities;
- regular and systematic assessment of their progress.

We try to ensure that all students have access to the full curriculum by adjusting:

- teaching style;
- presentation of task;
- the difficulty of the tasks given;
- the amount of initial teacher input;
- the amount of adult support;
- the ways in which our students can respond and give evidence for their learning, e.g. use of more structured worksheets, word-processing, etc;
- the groupings within the classroom and seating plans.

The Academy believes in a partnership between teachers and parents in the education of its students. Teachers notify and involve parents when the Academy becomes concerned about a student's learning development and keep them updated throughout the various stages of review.

As part of the support offered to students in school, we have a Literacy Instructor who undertakes wave 2 and wave 3 literacy interventions on a regular basis. The needs of each individual student are regularly assessed and the interventions are undertaken accordingly in group or one to one situations and cover all areas of literacy difficulties. The students are also invited and encouraged to read daily in Learning Support Reading Clubs.
Able, Gifted and Talented Provision

St George’s Academy aims to provide for the needs of all students. It is important that the needs of the more able are recognised and strategies developed for their support and development. We recognise all round exceptional ability as well as students who are gifted or talented. The curriculum will take into account the needs of able, gifted and talented students through a range of approaches and the use of best practice. The pastoral needs of gifted and talented students will be recognised and supported by the school. As well as prioritising the need to provide challenges for able students within the classroom and to offer such students a fulfilling classroom experience, we also provide enrichment activities to support talented students.

Equal Opportunities Policy

The Governing Body of the Academy aims to provide an appropriate learning experience for all students, whatever their colour, origin, culture, gender, religion or ability. The Academy has high expectations of all students.

The Academy aims to provide students with the opportunity to learn in an environment free of prejudice. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with students and colleagues reflects this responsibility at all times.

Disability Statement

The Academy is committed to the fair and equal treatment of all individuals regardless of disability and welcomes applications from people with disabilities to join the Academy community.

The Academy building has been modified to have provision and accessibility for people with disabilities, so that they may be integrated fully into Academy life. The curriculum will be designed so that it may be delivered to provide flexible and equal access to all students, whether able or disabled, as far as is practicable within a mainstream educational establishment.

Policies

All policies are available on the Academy Website, which include the following:

- Anti-Bullying
- Attendance
- Assessment
- Behaviour
- Child Protection
- Sex and Relationship Education
Academy Behaviour Policy

St George's Academy has a mission to provide an excellent education for all students. This will be best achieved in an ordered environment where there is mutual respect for all partners: trustees, governors, teachers, students and parents. All students have a right to a safe and secure environment. A detailed statement about the contribution of all partners is contained in the Home School Agreement.

All students are expected to:

- Behave well in lessons
- Show respect for all members of the Academy community
- Have high personal standards
- Show respect for Academy property

Positive encouragement through praise and reward helps students to engage with the Academy and be self-disciplined. Interesting and challenging lessons encourage students to work with the Academy rather than against it. There are many opportunities in each year group for the students to take on responsibility in the Academy. Through a positive approach it is hoped that students will see the value of self-discipline.

Each student is given a ‘Code of Conduct’ which outlines the expected behaviour and a STRIVE card which supports our Academy values. On entry to the Academy, parents and students sign a ‘Home-School Agreement’ which outlines the expectations the Academy has of students and parents and which shows the expectations parents can have of the Academy.

Parents are expected to support the Academy if disciplinary action is required. The Academy operates a range of sanctions from firm guidance, detention, removal from peer group, time in isolation unit/reflection and resolution room, fixed period exclusions and expulsion from the Academy. It is rare that the more extremes of these measures are used. Support is offered through our Leicester Street Intervention Unit.
Home School Partnership
Between St George’s Academy and our Parents and Children

St George’s Academy encourages all of its students to “aim high”: to have high expectations of themselves. We have a mission to provide excellence for all who attend the Academy and we strive to use innovative and effective teaching and learning methods. We value hard work, a sense of caring and a willingness to make a contribution to the wider community. A fuller statement of the Academy’s ethos and values can be found in a separate section in the Academy prospectus.

The Academy can only achieve its aims and instil its values by working in partnership with parents. This agreement forms the cornerstone of that partnership.

The Academy will:
- Encourage your child to “aim high” at all times in order to meet their full potential
- Try to meet the individual needs of your child
- Provide a broad and balanced curriculum
- Assess your child’s progress at regular intervals and inform your child of that progress
- Set and mark homework in accordance with our assessment policy
- Monitor attendance
- Provide a written report on your child’s progress
- Arrange Parents’ Evenings during which progress will be discussed
- Develop high standards of work and behaviour
- Communicate regularly with parents through newsletters/other forms of correspondence
- Be aware of student concerns and communicate them effectively and appropriately

Signed: __________________________  Date: __________________________

As a Parent/Carer I will:
- See that my child goes to school regularly and on time
- Notify the Academy of any absence/change of circumstances
- See that my child has the correct uniform and equipment
- Support the Academy’s policies on behaviour and discipline
- Work in a respectful manner with the Academy
- Make the Academy aware of any concerns or problems that might affect my child’s work
- Support my child in completing homework and help foster a positive attitude to learning
- Attend Parents’ Evenings to discuss the progress my child is making
- Help my child to review his/her progress and set targets for the future
- Allow my child to participate in Academy activities after normal hours
- Communicate any concerns you have to the appropriate staff member
- Work in a respectful manner with the Academy
- Ensure that the Academy is informed of any medical conditions that may affect my child

Signed: __________________________  Date: __________________________

As a Student I will appreciate my place at the Academy and:
- Attend school regularly and on time
- Try my best at all times and “aim high”
- Complete all homework and classwork set on time – work independently
- Bring any equipment needed for school
- Be co-operative, helpful and polite to staff and other students
- Follow the Academy’s codes of conduct on discipline and the use of IT
- Wear Academy uniform and be tidy in appearance
- Commit to extra-curricular activities
- Keep the school free from litter and graffiti and respect the Academy environment
- Set myself challenging targets and devise appropriate plans to achieve them
- Inform a member of staff if I am concerned about anything or anyone

Signed: __________________________  Date: __________________________

Together we will create an excellent Academy

If you wish to discuss any aspect of the Home-School agreement or have any complaints concerning the Academy do please contact the Principal, Mrs Laranya Caslin, at the Academy, in the first instance.
Expected Conduct

❖ Aim high: nothing but your best will do
❖ THINK before you speak or act and always be polite and courteous to everyone; never use bad language
❖ Always attend the Academy: try not to miss a day
❖ Arrive punctually and properly prepared for all Academy activities
❖ Maintain high standards of personal appearance and always wear the correct Academy uniform
❖ Move around the Academy campus quietly and remove all outside coats in buildings
❖ Try your best in every lesson and listen carefully to all instructions
❖ To answer a question or ask for help in a lesson always put your hand up
❖ Record all homework carefully in your student planner and hand all work in on time
❖ Respect the Academy environment and do not drop litter
❖ Only eat food or have a drink in the designated areas during morning break or lunch time
❖ Do not bring chewing gum onto the Academy campus
❖ Respect other people’s possessions
❖ Do not bring mobile phones, personal stereos or similar items onto the Academy campus
❖ Do not smoke on the Academy campus
❖ Do not bring drugs or alcohol onto the Academy campus
❖ Do not bring any dangerous articles, or anything that may frighten others, onto the Academy campus

If everyone follows this code of conduct, the Academy will be a special place where YOU can do well
Pastoral Arrangements

To support the students, on entry to the Academy, all students are allocated to a mixed ability form group. These groups meet together each morning for a registration period and on a Friday morning are taught Life Skills together. This group of students stay together for pastoral support from Years 7 to 11. All year groups have their own base within the Academy. Responsibility for each Year Group lies with a Student Progress Manager/Key Stage Manager who has a team of Form Tutors. The Tutor’s role is to monitor the progress of the students across all subject areas to ensure they achieve their personal best. Parents are encouraged to be actively involved with their child’s learning and a comprehensive student planner contains useful information, particularly homework details.

Each Key Stage, Key Stage 3, Key Stage 4 and Key Stage 5 (Years 12 and 13) have Student Support Co-ordinators who are available to help with day to day issues.

The student planner is used by Tutors to send messages home to parents and parents are also able to send messages to the Academy via the planner. Parents are invited to contact the Tutor or the Student Progress Manager/Key Stage Manager if there are any concerns.

Transition Arrangements

Students joining the Academy in Year 7 are first visited in their Primary school by a member of staff from the Academy. Parents and their children are then invited to meet the Pastoral team at the allocated campus and have an individual appointment with the Form Tutor to discuss any personal issues relating to the child joining the Academy. All students then spend a day in the Academy, at the beginning of July, to experience a typical school day. Experience has shown that, following this process, children are usually much less concerned about the movement to their secondary school.

Transition into Sixth Form is supported by a two-day induction where students will meet their form tutor and tutor group, engage in team-building activities and trial sample lessons in each of their chosen options. A Transition Pack of work, which will give students a good indicator for whether their chosen study programme will be enjoyable and achievable, is then completed over the summer break ready for a smooth start in September.

Admissions

The Academy holds an Open Evening and has an Open Morning on both campuses to allow prospective parents the opportunity to view the school and meet with staff. These events are publicised in the locality and all Year 5 and Year 6 children are invited through their primary school. Parents are welcome to visit the Academy on an individual basis and should contact the school to make appropriate arrangements.

Students are also admitted to the Sleaford Joint Sixth Form from the age of 16.

Number of places available

The Academy has an approved admission number of 380. The Academy opened in January 2010.
Admissions Policy 2019/20

PROCEDURE FOR ADMITTING PUPILS TO THE ACADEMY

Admission number(s)

14 The Academy will admit up to 380 students across the two Campuses.

Admission number for secondary provision (age 11 – Year 7)

15 St George’s Academy has an agreed admission number for each school year, stated in paragraph 14, for pupils in Year 7. St George’s Academy will accordingly admit a maximum of this number of pupils in the relevant age group in the relevant year if sufficient applications are received.

16 The admission number for secondary places includes pupils at both of the two Campuses on which secondary education is provided by St George’s Academy for students in Year 7. After offers of places at the Academy have been made, the Academy will take account of parents’ preference for which Campus they would like their child to attend. If either of the Campuses receives more preferences than its capacity, students living nearest to that Campus will have priority.

Admission number for sixth form provision (age 16 – Year 12)

17 St George’s Academy has an agreed admission number of 50 students in addition to those students already in the Academy wishing to stay on in the sixth form.

18 St George’s Academy has capacity for 450 pupils in the sixth form. Of these places, 50 will be offered to external applicants to Year 12 (the ‘admission number’). If fewer students transfer from Year 11 and the size of the sixth form does not reach capacity, additional places will be offered to external applicants up to a maximum of 450 sixth form students overall.

Variations to admission numbers

19 In any specific year, the Academy Trust may set a higher admission number than St George’s Academy’s agreed admission number for an applicable year group. Before setting an admission number higher than its agreed admission number, the Academy Trust will consult those listed at paragraph 1. Pupils will not be admitted in any year group above the published admission number for that year group unless exceptional circumstances apply and such circumstances shall be reported to the Secretary of State.

20 If the Academy admits a total of 26 pupils in excess of its admission number in any three-year period it will determine a higher admission number, after consulting with the relevant bodies.

Process of application

21 Arrangements for applications for places at St George’s Academy will be made in accordance with the Lincolnshire LA’s coordinated admission arrangements; parents in Lincolnshire can apply online at www.lincolnshire.gov.uk/schooladmissions or by phoning 01522 782030. Parents resident in other areas must apply through their home local authority.

22 The Academy Trust will use the Lincolnshire LA’s timetable for applications to St George’s Academy each year (exact dates within the months may vary from year to year). This will fit in with the timetable for the co-ordination of admission arrangements within Lincolnshire LA as agreed by the Admissions Forum, Lincolnshire LA, local schools and Academies.

23 There is a national closing date of 31 October for applications to secondary schools. The Academy will ensure its application processes enable parents to apply before this deadline.
As an admission authority we have the right to investigate any concerns we may have about your application and to withdraw the offer of a place if we consider there is evidence that you have made a fraudulent claim or provided misleading information, for example a false address, which denied a place to a child with a stronger claim. We reserve the right to check any address and other information provided so we can apply the oversubscription criteria accurately and fairly.

Consideration of applications

The Academy Trust will consider all applications for places at St George’s Academy. Where fewer than the published admission number(s) for the relevant year groups are received, the Academy Trust will offer places at St George’s Academy to all those who have applied.

We follow the authority’s Fair Access Protocols in order to make sure that unplaced children who live in the home local authority, especially vulnerable, are offered a place at a suitable school as quickly as possible.

For families of service personnel with a confirmed posting to the area, or crown servants returning to live in the area from overseas, the Governors will:

- Allocate a place in advance of the family arriving in the area provided the application is accompanied by an official letter that declares a relocation date and a Unit postal address or quartering area address to use when considering the application against the school's oversubscription criteria.
- Accept a Unit postal address or quartering area address for admissions purposes for a service child.

Procedures where St George’s Academy is oversubscribed

Where the number of applications for admission is greater than the published admission number is any age group, applications will be considered against the criteria set out below.

Admission to Year 7 – oversubscription criteria

The Academy Trust will first accept all pupils with a statutory right to a place at the Academy through a statement of special educational needs naming St George’s Academy. After the admission of pupils with Statements of Special Educational Needs (Education Act 1996) or Education, Health and Care Plan (Children and Families Act 2014) criteria will be applied for the remaining places in the order in which they are set out below.

For this age group after the admission of children with statements of special educational needs which name the Academy on the statement the criteria are, in order:

- Looked after and all previously looked after children (see definition at the end of the document)
- A child with a sibling currently attending the Academy and who will continue to do so after the date of admission. In the event of oversubscription using this criterion, priority will be given to those living nearest to the Academy, as defined below. (The term ‘sibling’ is defined at the end of this document.)
- Where there are more applications than places after application of the above criterion, distance from school to home will be taken into account. When the year group is oversubscribed students will be placed at the relevant Campus using our distance from home criteria defined at the end of this document.
- Once the above criteria have been applied to other applicants and offers have been made subsequent to the offer date for secondary admissions, the Academy may offer places to the children of newly appointed teachers where there is a demonstrable skills shortage for the vacant post in question. This is in accordance with paragraph 1.39 of the School Admissions Code.
Campus Transfers

The Trustees of the Academy will meet to discuss and approve Campus transfers as and when required.

The following criteria will be used to assess an application for a Campus transfer with St George’s Academy:

a) Year 7 – New intake
   All parents must complete the campus preference form when applying for a place. This will be sent out to parents once a place has been given. Our aim is to place students according to this. Transfer requests for the Year 7 new intake will be considered following the criteria as laid down in the Admission Policy.

b) Mid-year Campus transfer requests
   Governors will request a formal recommendation from the relevant Campus, which will be considered alongside the submitted written request for a Campus transfer.

There is no statutory right of appeal against a decision by St George’s Academy to place a pupil on one or other site of the Academy. However, the appeals committee of the Academy’s Governing Body will consider any written representation in the event of dissatisfaction with placement on one or other of the two sites, should parents wish to express this or draw the committee’s attention to any additional information.

Admission to Years 12 and 13 (Sixth Form)

30 This admissions policy applies to students seeking admission to Year 12 and also covers admission into Year 13 for those wishing to complete their studies at the school.

31 The majority of our students in Year 11 continue with their studies into our school Sixth Form. The school has 50 places available for external students who wish to join Year 12.

Admission to Year 12

32 All offers of a place in Year 12 will be made on condition of students meeting the school entry requirements for their individual course of study. Due to the many variations in Key Stage 5 Curriculum at Level 2 and Level 3, specific entry criteria for the current curriculum offer can be found in the Sleaford Joint Sixth Form Prospectus, available via the Academy website and in paper format on request.

33 St George’s Academy is part of the Sleaford Joint Sixth Form with The Robert Carre’s Trust which includes Carre’s Grammar School and Kesteven and Sleaford High School.

34 Students will only be admitted to the Sixth Form if their courses can be efficiently and effectively provided.

35 The Academy Trust will first accept all pupils with a statutory right to a place at the Academy through a statement of special educational needs naming St George’s Academy.

36 Where students applying to the Sixth Form at St George’s Academy do not have GCSE or qualifications, it will be necessary to consider applications on a case-by-case basis. Student qualifications will be considered along with other information provided by the student’s current school, in an attempt to make fair assessment of the application. This process is entirely at the discretion of the Governing Body.
The over-subscription criteria

- Children in Local Authority Care
- Current Family Association – a brother or sister in the same school at the time of entry. In this context brother or sister means children who live as brother or sister in the same house, natural brothers or sisters, adopted siblings, stepbrother or sisters and foster brothers and sisters.
- Descending rank order of their average GCSE points score across eight subjects.

Tie Break

In the event of a tie, we will give priority to:

- Those living nearest to the school. Straight line distance as calculated by Lincolnshire County Council school admissions team from the Post Office Address Point of the home to the Post Office Address Point of the school.
- If two or more children are tied for the last place a lottery will be drawn by an independent person, not employed by the school or working in Children's Service Directorate at the local authority.
- In allocating a campus, consideration is taken of access to transport, if a child cannot access a particular campus by train or bus from their home.

Admissions Process Year 12

37 Students applying for a place in Year 12 will be invited to attend the Sixth Form Open Evening, an annual event at the school held at a specified date in the autumn term.

38 Applications for Year 12 must be completed using the school application form, by the date specified by the school (check website for details). Applications received after this deadline will be placed on a waiting list.

39 Students holding conditional offers will have their place confirmed following receipt of the GCSE results in the summer.

40 Guidance will be given to students who wish to consider a change of subject following receipt of the GCSE results.

Operation of reserve list

41 Subject to any provisions regarding reserve lists in the LA's co-ordinated admission scheme, St George's Academy will operate a reserve list. Where in any year the Academy receives more applications for places than there are places available, a reserve list will operate for unsuccessful applicants to Year 7 and Year 12. Reserve lists will also be maintained for other year groups (except Year 13) when these year groups are full.

Arrangements for admitting pupils to other year groups, including to replace any pupils who have left St George’s Academy

42 Local Authorities now co-ordinate admissions for mid-year applications and for applications for year groups other than the normal point(s) of entry. This will not affect the Academy's right to determine which applicants have priority for admission.

43 Subject to any provisions in the LA's co-ordinated admission arrangements relating to applications submitted for years other than the normal year of entry, the Academy Trust will consider all such applications and if the year group applied for has a place available, admit the child unless one of the permitted reliefs apply.

44 If more applications are received than there are places available, the oversubscription criteria in paragraphs 26 (for pupils in Years 7–11) and 36 (for pupils in Years 12 and 13) shall apply. Parents whose application is turned down shall be entitled to appeal.
Right of appeal

45 There is a right of appeal to an Independent Appeals Panel for unsuccessful applicants relating to school admissions at age 5 (statutory school age) or above.

46 There is no statutory right of appeal against a decision by St George’s Academy to place a pupil on one or other Campus of the Academy. However, the appeals committee of the Academy's Governing Body will consider any written representation in the event of dissatisfaction with placement on one or other of the two Campuses, should parents wish to express this or draw the committee’s attention to any additional information.

Definitions

47 Looked after children and all previously looked after children

A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order).

This includes children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders).

Child arrangements orders are defined in s.8 of the Children Act 1989, as amended by s.12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.

Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child’s special guardian (or special guardians).

48 Definition of siblings and the position of twins

A sibling is defined as:

- a brother or sister who share one or both parents, whether or not resident in the same household;
- a half-brother or half-sister who share one common parent
- a step-brother or step-sister where two children are related by a parent’s marriage
- an adopted or fostered child living in the same household under the terms of a residence order
- another child normally in residence for the majority of term time in the household for whom the adult in the household has parental responsibility and also has parental responsibility for the child currently attending the Academy.

In the case of twins or other children from multiple births (or two or more siblings in one-year group) and where there is only one place available, the application will be considered together as one application and, as a consequence the admission number may be exceeded.

49 Definition of home address

By ‘home’ we mean the address where the child lives for the majority of term time with a parent, as defined in section 576 of the Education Act 1996 who has parental responsibility for the child as defined in the Children Act 1989.
Where a child lives normally during the school week with more than one parent at different addresses, the home address for the purposes of school admissions will be the one where the child spends the majority of term time. If a parent can show that their child spends an equal amount of time at both addresses during school term time, they can choose which address to use on the application. If a parent has more than one home, we will take as the home address the address where the parent and child normally live for the majority of the school term time.

50 Definition of the driving distance to an intending pupil’s home

Straight-line distance as calculated electronically to three figures after the decimal point (eg 1.543 miles) by Lincolnshire County Council school admissions team. It is defined as the distance from the post office address point of the child’s home to the post office address point of the Academy’s nearest Campus.

In allocating a campus, consideration is taken of access to transport, if a child cannot access a particular campus by train or bus from their home.

ST GEORGE’S ACADEMY
ADMISSIONS
SUPPORTING INFORMATION SHEET

St George’s Academy has two Campuses: one at Sleaford and one at Ruskington. Parents may select their preferred Campus by completing this form.

Governors will try and place students at the Campus of their preference.

<table>
<thead>
<tr>
<th>My Campus Choice is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No preferred campus</td>
</tr>
<tr>
<td>Sleaford, St George’s Academy</td>
</tr>
<tr>
<td>Ruskington, St George’s Academy</td>
</tr>
</tbody>
</table>

If this form is completed when applying for a place, our aim is to place you at your preferred campus. When the year group is oversubscribed students will be placed at a Campus using the relevant admissions criteria. This will also apply to non-returned forms.

If parents are not happy with the allocated Campus they may write to the Governors of the Academy and request a Campus transfer. Parents can only apply to the Governors once they have accepted their Campus offer. A request to the Governors can only be done by writing to the Clerk to the Governors at the school address and only after you have received and accepted your formal offer of a place. Appeals do not take place until the end of the summer term in July due to movement of places throughout the year.

There is no statutory right of appeal against a decision by St George’s Academy to place a student on one or other campus of the Academy. However, the appeals committee of the Academy’s Governing Body will consider any written representation in the event of dissatisfaction with placement on one or other of the two Campuses, should parents wish to express this or draw the committee’s attention to any additional information.

Please send your campus choice by post or preferably via email below:

campus.choice@st-georges-academy.org

St George’s Academy, Admissions, Westholme, Sleaford, NG34 7PP
Academy Day

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration &amp; Assembly</td>
<td>08.45 am – 09.05 am</td>
</tr>
<tr>
<td>Period 1</td>
<td>09.05 am – 10.05 am</td>
</tr>
<tr>
<td>Period 2</td>
<td>10.10 am – 11.10 am</td>
</tr>
<tr>
<td>Break</td>
<td>11.10 am – 11.30 am</td>
</tr>
<tr>
<td>Period 3</td>
<td>11.30 am – 12.30 pm</td>
</tr>
<tr>
<td>Lunch</td>
<td>12.30 pm – 13.20 pm</td>
</tr>
<tr>
<td>Period 4</td>
<td>13.20 pm – 14.20 pm</td>
</tr>
<tr>
<td>Period 5</td>
<td>14.25 pm – 15.25 pm</td>
</tr>
</tbody>
</table>

Attendance

The Academy seeks to encourage high attendance rates through careful monitoring of individual student attendance. School communication text messages will be sent to parents on the first day of absence if the Academy has not already been notified of reasons for absence. If attendance rates are unsatisfactory parents will be contacted and asked to attend a meeting at the Academy.

It is illegal to take annual holidays during term time. Any exceptional circumstances for requested leave of absence must be made in writing to the Principal, Mrs L Caslin.

Academy Uniform

ALL CHILDREN ARE EXPECTED TO WEAR THE ACADEMY UNIFORM

The Academy has adopted the type of uniform worn in all good educational establishments. It is intended to ensure that a positive image of high standards is presented at all times and we ask for the support of parents in buying the correct items of uniform in the first instance and by ensuring their child wears them in school. The dress code is also intended to respect cultural sensitivities.

We expect our students to be neat, tidy and smartly dressed as would be expected in any place of employment. Exceptions will only be made where there is a valid medical or cultural reason why a student cannot wear a particular item or has to wear an additional garment.

Parents should check with the Student Progress Manager if they have any doubt about the suitability of items of clothing they intend to buy for pupils to wear in school.

Uniform

The uniform requirements are listed. Top buttons and ties should be done up at all times and shirts/blouses tucked into trousers/skirts.

Hair

Fashion trends of style and colour are not acceptable for school. Hair should be a suitable, neat and tidy style and a single, natural colour.

Hair length should be no shorter than grade 2 and there should be no tram lines or edges in the hair or eyebrows. Fashion hair accessories (including hats, caps and bandanas) are unacceptable. Dark plain hair bands and bobbles are allowed.
Nails
Nail varnish and false nails **are not allowed**.

Make up
Make-up must be discreet and acceptable to the Senior Management Team and Student Progress Managers.

Coats
Coats should be dark, waterproof and of conventional style. Fashion garments such as denim, hoodies, sports tops or leather jackets are not allowed in school.

Coats should **not** be worn inside the school at any time.

Bags
Bags should be dark rucksack or executive case style. ‘Handbags’ are not suitable for carrying school books and equipment and are not allowed.

Jewellery
For health and safety reasons, the only jewellery allowed is a wristwatch, one ring and one set of very small stud or sleeper earrings worn in the earlobe (no other forms of body piercing are allowed). Silicon charity bands are not allowed.

Shoes
Sensible conventional style, flat heeled shoes in black plain leather or imitation leather (please see over the page). Trainers, boots and fashion shoes are not acceptable.

Phones
Mobile phones and personal music players are not allowed in school and will be confiscated.

The Academy places great emphasis on uniform standards and students arriving improperly dressed may be sent home. Items that are not permitted may also be confiscated and will be kept until parents can collect them.

The Academy will not accept liability for any claim arising from theft, accidental loss or damage to personal effects, money, belongings or clothing whilst on the premises.

**PLEASE ENSURE ALL PERSONAL ITEMS ARE CLEARLY MARKED WITH YOUR CHILD’S NAME.**

**Uniform Stockists:** Uniform Direct, 333 High Street, Lincoln,
Sleaford Clothing, 20 Market Place, Sleaford
Boys – Key Stage 3

- Dark navy Academy designer cut fitted blazer with blue Academy woven lining.
- Blue braid around the collar. Academy badge below top jetted pocket
- Plain white conventional style shirt with collar and buttons to top, to be worn tucked inside trousers. Sleeves to be rolled down.
- Academy tie – navy/royal blue/silver stripe with Academy logo
- Charcoal grey (NOT black), conventional school style, trousers in plain wool material or similar.
- Black socks
- Sensible conventional style, flat heeled shoes in black plain leather or imitation leather. Trainers and boots are NOT acceptable.

Optional
Sleeveless fine knit grey jumper with blue edging around neck and armholes for winter.
Fine knit grey jumper with the edging around the neck for winter.

Boys – Key Stage 4

- Dark navy Academy designer cut fitted blazer with blue Academy woven lining.
- No braid on collar, small Academy logo
- Plain white conventional style shirt with collar and buttons to top, to be worn tucked inside trousers, sleeves to be rolled down.
- Academy narrow-set striped boys’ shirt, to be worn tucked inside trousers (Year 11) Sleeves to be rolled down.
- Academy tie – navy/royal blue/silver stripe with Academy logo
- Charcoal grey (NOT black), conventional school style, trousers in plain wool material or similar
- Black socks
- Sensible conventional style, flat heeled shoes in black plain leather or imitation leather. Trainers and boots are NOT acceptable.

Optional
Sleeveless fine knit grey jumper with blue edging around neck and armholes for winter.
Fine knit grey jumper with the edging around the neck for winter.
Girls – Key Stage 3

- Dark navy Academy designer cut fitted blazer with blue Academy woven lining. Blue braid around the collar. Academy badge below top jetted pocket.
- Academy revere collar blouse in white with blue wide-set stripes and three-quarter sleeves to be worn tucked inside skirt/trousers. Collar to be worn outside of the blazer collar.
- Dark grey pleated skirt, to be no more than 2” above the knee or dark grey trousers.
- Plain (no pattern), black tights (winter), natural colour tights or white ankle socks (summer) with the skirt. Black socks with the trousers.
- Sensible conventional style flat heeled shoes in black plain leather or imitation leather. Trainers, boots or any fashion shoes are **NOT** acceptable, e.g. Indian slippers, ballerina shoes and plimsolls.

**Optional**
Sleeveless fine knit grey jumper with blue edging around neck and armholes for winter.
Fine knit grey jumper with the edging around the neck for winter.

Girls – Key Stage 4

- Dark navy Academy designer cut fitted blazer with blue Academy woven lining.
- No braid on collar, small Academy logo.
- Academy revere collar blouse in white with blue wide-set stripes and three-quarter sleeves to be worn tucked inside skirt/trousers. Collar to be worn outside of the blazer collar
- Academy revere collar blouse in white with blue narrow-set stripes and three-quarter sleeves to be worn tucked inside skirt/trousers. Collar to be worn outside of the blazer collar (Year 11)
- Dark grey pleated skirt, to be no more than 2” above the knee or dark grey trousers.
- Plain (no pattern) black tights (winter), natural colour tights or white ankle socks (summer) with the skirt. Black socks with the trousers.
- Sensible conventional style flat heeled shoes in black plain leather or imitation leather. Trainers, boots or any fashion shoes are **NOT** acceptable, eg Indian slippers, ballerina shoes and plimsolls.

**Optional**
Sleeveless fine knit grey jumper with blue edging around neck and armholes for winter.
Fine knit grey jumper with the edging around the neck for winter.

- ![SCHOOL UNIFORM Acceptable Girl Shoes](image_url)
P.E. Uniform Years 7-11

Outdoor Games
Navy blue shorts; navy/sky blue reversible rugby top; sky blue socks; navy tracksuit (optional); football boots; shin pads; mouth guard

Indoor Games
Navy blue shorts; white polo shirt; white socks; training shoes with non-marking soles.

A towel should be provided as showers are available.

All Year Groups – Outdoor Coat & Bag
Sixth Form Dress Code

The broad dress code for the Sixth Form is smart business wear. Sixth Form students are role models for the rest of the Academy and we would hope that members of the Sixth Form will maintain the appearance of a professional man or woman.

To help students the following guidelines have been drawn up:

**Male students**
- Smart suit
- Smart jacket and trousers
- Collared shirts, tucked in at all times, with tie
- Formal shoes

**Female students**
- Smart professional suit
- Smart jacket and full length trousers, skirt or dress
- Smart blouse or non-revealing top
- Formal shoes with low heels

**All students**
- No short skirts, bare midriffs or revealing tops
- No open toe shoes
- No denim
- No sportswear, including hoodies/trackies/trainers
- No shorts
- No Ugg-style boots
- No extremes of hair as decided by the Principal
- No facial piercings
- Please do not wear excessive jewellery
- Discreet use of mobiles and iPods is permitted

**Subject Specific Wear**

Students in vocational areas, Science, Drama and PE will be able to wear appropriate clothing relating to the activity they are undertaking. This clothing will be available from the Academy’s uniform stockist or from individual departments.

The final decision on the appropriateness of dress, hair, piercings and jewellery rests with the Principal and adhering to the dress code is a condition of membership of the Sixth Form.
Examination Results 2018

St George’s students achieved many outstanding examination results in the year 2017-2018. These results compare very favourably with national standards.

Full details of all the examination results are included in this booklet but the following provide key performance indicators.

### KEY STAGE 4 (STUDENTS AGED 15 YEARS)

| Metric                                      | Value  
|---------------------------------------------|--------
| Progress 8                                  | 0.05   
| Attainment 8                                | 44.8   
| % Students achieving Grade 4 or above in English and Maths | 63%  
| % Students achieving Grade 5 or above in English and Maths | 30%  
| % Students achieving Grade 4 or above in English | 75%  
| % Students achieving Grade 5 or above in English | 52%  
| % Students achieving Grade 4 or above in Maths | 71%  
| % Students achieving Grade 5 or above in Maths | 38%  

### POST 16 (ST GEORGE’S STUDENTS ONLY)

| Metric                                      | Grade |
|---------------------------------------------|-------
| Average Grade A Level                       | C-     
| Average Grade Applied General               | Merit+ |
| Average Grade Technical qualifications      | Dist+  |
Results Achieved by Students Finishing KS4

Number of students: 326

GCSE Single Award

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<th>Number achieving each grade</th>
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GCSE Double Award

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</tbody>
</table>
BTEC Level 1/Level 2 Award

The available grades are Distinction*, Distinction, Merit, Pass and Level 1 Pass. These grades are equivalent to GCSE A*, A, B, C and F respectively. The new Level 1/Level 2 Award also has a Level 1 Pass grade approximately equivalent to a GCSE F.

<table>
<thead>
<tr>
<th>Course</th>
<th>D*</th>
<th>D</th>
<th>M</th>
<th>P</th>
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<tbody>
<tr>
<td>Business Studies</td>
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<tr>
<td>D&amp;T: Catering</td>
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<tr>
<td>D&amp;T: Construction</td>
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<td>1</td>
<td>14</td>
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<tr>
<td>D&amp;T: Engineering</td>
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<td>Music: Performance</td>
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<td>4</td>
<td>13</td>
<td>9</td>
<td>1</td>
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<tr>
<td>Music: Technology</td>
<td>2</td>
<td>5</td>
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<td>2</td>
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<tr>
<td>Performing Arts</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Sports Studies</td>
<td>4</td>
<td>6</td>
<td>12</td>
<td>24</td>
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<tr>
<td>Travel &amp; Tourism</td>
<td>4</td>
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<td>2</td>
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</tbody>
</table>

Cambridge National Certificate in ICT

The available grades are Level 2 Distinction*, Distinction, Merit and Pass and Level 1 Distinction, Merit and Pass. At Level 2 these are approximately equivalent to GCSE A*, A, B and C respectively. At Level 1 they are equivalent to D, E and G respectively.

<table>
<thead>
<tr>
<th>Level</th>
<th>D*</th>
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<th>M</th>
<th>P</th>
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<td>Level 1</td>
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## Year 13 Results (St George’s Students Only)

### GCE A LEVEL

<table>
<thead>
<tr>
<th>Subject</th>
<th>A*</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tr>
<td>Travel &amp; Tourism</td>
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<td>3</td>
<td>7</td>
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</tbody>
</table>
BTEC

Possible grades are Distinction* (D*), Distinction, Merit and Pass, equivalent to GCE A2 A*, A, C and E respectively.

An Extended Diploma is equivalent to a triple award GCE. A Diploma is equivalent to a double award GCE. A 90-Credit Diploma is $\frac{3}{2}$ x GCE. The Subsidiary Diploma is equivalent to a single award GCE and the Certificate equates to an AS Level.

<table>
<thead>
<tr>
<th>Course</th>
<th>D*</th>
<th>D</th>
<th>M</th>
<th>P</th>
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<td>Applied Science 90-Credit Diploma</td>
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<td>Art &amp; Design Diploma</td>
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<td>Art &amp; Photography Diploma</td>
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<tr>
<td>Art &amp; Design Subsidiary Diploma</td>
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<td>0</td>
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<tr>
<td>Photography Subsidiary Diploma</td>
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<tr>
<td>Engineering Subsidiary Diploma</td>
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<tr>
<td>Hospitality Subsidiary Diploma</td>
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<td>Music Subsidiary Diploma</td>
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<td>1</td>
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<tr>
<td>Performing Arts Diploma</td>
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<td>1</td>
<td>0</td>
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<td>Public Services Extended Diploma</td>
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<td>Sports Studies Subsidiary Diploma</td>
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<td>1</td>
<td>0</td>
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<tr>
<td>Travel &amp; Tourism Certificate</td>
<td>1</td>
<td>0</td>
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</tr>
</tbody>
</table>

Cambridge Technical awards

Grades available are Distinction*, Distinction, Merit and Pass, approximately equivalent to GCE A*, A, C and E.

A Certificate is equivalent to an AS Level. An Extended Certificate is equivalent to a single award GCE. A Subsidiary Diploma is equivalent to $\frac{3}{2}$ x GCE. A Diploma is equivalent to a double award GCE and an Extended Diploma is equivalent to a triple award GCE.

<table>
<thead>
<tr>
<th>Course</th>
<th>D*</th>
<th>D</th>
<th>M</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in Business</td>
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<td>2</td>
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<tr>
<td>Introductory Diploma in Business</td>
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<td>5</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Diploma in Business</td>
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<td>3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Diploma in Health &amp; Social Care</td>
<td>14</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Certificate in Digital Media</td>
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<td>0</td>
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<tr>
<td>Introductory Diploma in Digital Media</td>
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<td>Diploma in Digital Media</td>
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<td>Certificate in Art &amp; Design</td>
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<tr>
<td>Introductory Diploma in Sport &amp; Physical Activity</td>
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<td>4</td>
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<td>Extended Diploma in Sport &amp; Physical Activity</td>
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<td>7</td>
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</tbody>
</table>
Our Curriculum Subjects

English

The English Faculty is housed in spacious classrooms each with an interactive whiteboard. Additionally, there is an English ICT room for use by students of all ages, as well as wireless laptops, which can be booked out for use in classrooms.

The Faculty has close links with the LIRC to promote and encourage a love of reading in all of our students. All students are encouraged to read for pleasure through the use of Accelerated Reader, library visits, competitions and private reading in lessons.

**Key Stage 3**
All students follow detailed differentiated Schemes of Work, which aim to improve students’ responses to a wide range of fiction and non-fiction texts in preparation for their GCSEs. The Faculty has a wide range of high quality contemporary fiction texts designed to engage students of all abilities. Topics studied include:

- Novels
- Non-fiction
- Creative writing
- Poetry
- Plays
- Shakespeare

All students are assessed on their reading, writing and presentation skills over the course of the year in the form of standardised assessments.

Homework is set weekly and is designed to reinforce basic skills such as grammar and spelling, practise reading, writing and the ability to research and recall key information.

**Key Stage 4**
All students follow the AQA GCSE syllabus and are entered for the English Language and English Literature examinations. Both qualifications no longer have Controlled Assessments and therefore end in two terminal assessments for each GCSE in Year 11.

Throughout the course, students will be encouraged to read a wide range of high quality, challenging literature and non-fiction text from a range of genres and types (from the 19th, 20th and 21st centuries).

The removal of tiers in English means all students will be entered for the same exams that lead to the new GCSE grades 1 to 9.

**Key Stage 5**
English Literature and Language-
This popular AQA course is a contemporary approach to the study of a range of literary and non-literary discourses and texts, and will offer students the opportunity to develop their subject expertise by engaging creatively and critically with a wide range of texts.
Mathematics

The Mathematics Faculty consists of spacious classrooms each with an interactive whiteboard. In addition, there are new wireless laptops, which can be booked out for use in classrooms.

**Key Stage 3**

Mathematics is important both in its own right and as a tool to aid understanding in other subject areas. It helps develop logical and abstract thought processes as well as being applicable to a wide range of practical situations.

All students in Key Stage 3 follow detailed schemes of work, which aim to ensure that all students become fluent in the fundamentals of mathematics, reason mathematically and can solve problems by applying their mathematics to a variety of routine and non-routine problems.

The scheme of work for Key Stage 3 is split into six main topic areas. Students focus on the understanding of the core mathematical content initially and then focus on mathematical key processes, learning to formulate and solve mathematical problems, as well as using and applying their skills in other subject areas.

The topics studied are from the following areas:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Statistics
- Probability

We set homework once a week which is aimed at confirming their knowledge which they have learnt in class. Occasionally, we may use websites such as www.mymaths.co.uk which can allow the pupil to gauge their current understanding of the topic. Pupils can also review the lesson material on this website.

**Key Stage 4**

During Key Stage 4, pupils will work towards their GCSE in Mathematics and all students follow the Edexcel syllabus. There are two tiers of entry at GCSE level, Foundation and Higher. Each student will be entered for the one which is appropriate to their ability.

Foundation Tier leads to the new GCSE grades 1 to 5
Higher Tier leads to the new GCSE grades 4 to 9

At the end of Year 11 all students will be assessed by three terminal exams, one without a calculator and two where a calculator is allowed.

**Key Stage 5**

Students who undertake Mathematics beyond GCSE study for the new linear A-Level. This is examined at the end of two years’ study and consists of Pure Mathematics, Mechanics and Statistics.
**Key Stage 3**
St George’s Academy delivers the Key Stage 3 course over the first two years in order to give students the foundation on which to build success at both GCSE and A level. The main areas of study include:

- Organisms, Behaviour and Health: Life processes, cells, health, variation and classification, feeding relationships, genetics
- Chemical and Material Behaviour: Solids, liquids and gases, periodic table, pH scale for acids, bases and alkalis, chemical reactions
- Energy, Electricity and Forces: Energy, forces, light, space, electricity and magnetism

**Key Stage 4**
At St George’s Academy we provide two possible routes through to GCSE. Most students will study GCSE Combined Science. Students who are maintaining high levels of progression and attainment in Key Stage 3 take the Separate Sciences.

All Science GCSE courses are examined at the end of Year 11. The courses available are:

**GCSE Combined Science**
GCSE Combined Science encourages students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It provides insight into and experience of how science works, stimulating learners’ curiosity and encouraging them to engage with science in their everyday lives and to make informed choices about further study and career paths.

The course covers aspects of Biology, Chemistry and Physics, examined by two papers in each subject (6 overall). Students have to complete a series of practical activities which must be recorded.

This qualification is equivalent to two GCSEs and builds on the work covered in Key Stage 3. Successful completion of GCSE Combined Science will allow progression to GCE, BTEC and other post-16 science and science-related programmes.

**GCSE Biology, Chemistry and Physics (Separate Sciences)**
Students will obtain 3 separate GCSE awards in Biology, Chemistry and Physics. Students follow the same course content as GCSE Combined Science, followed by an extra extension module in each Science with more demanding content. The separate sciences are ideal preparation for further study at GCE A Level and above. There will be two examination papers for each subject, and eight required practicals.

**Key Stage 5 Science Courses**
The Science department offers a full range of courses to allow all students to access science at Key Stage 5. The courses available are:

- BTEC Level 3 in Applied Science
- A Level Biology
- A Level Chemistry
- A Level Physics
- A Level Electronics
Computer Studies (ICT & Computer Science)

Computer studies is the study of how to research, design, create, test and evaluate products produced for given audiences and purposes. It can also involve the manipulation, management, transformation and communication of information or data. Computer Studies is compulsory for all students throughout Key Stage 3, studied for 1 hour a week. Students follow a series of modules during Key Stage 3, ranging from network familiarity to programming. In Years 10 and 11, students are able to opt to continue with IT Creative Media production, and/or Computer Science.

Key Stage 3
Students in Year 7 will study the use of popular types of application software including Microsoft Office, Python, Multimedia software (Adobe CS5) and the correct use of the Academy network. Students use the different software types regularly during the Key Stage as part of each unit. Students will have the opportunity to study computational thinking and learning key problem solving and logical thinking skills to aid in their programming development, e-safety and creative digital media units.

Students then progress through the different Computer Science and media-based units of study throughout the Key Stage. Computer Science units include Computational thinking, flowcharts and algorithms and programming using microbits, Scratch, robotics, Python and Raspberry Pi. Creative and Digital Media units include designing and creating a comic, designing a game concept and digital graphics. The aim of these units is to prepare students for their options in Key Stage 4.

Key Stage 4
Students opt to study the BTEC Tech Award in Creative Media Production and/ or GCSE Computer Science. Students following the BTEC Tech Award in Creative Media Production complete three Components, two of which are coursework elements with the final component being a 9 hour controlled assessment. Component 1: Analysing Media Products allows students to understand the how and why of designing and creating media products to be suitable for specific audiences and purposes using a wide range of codes and conventions, as well as learning about media theories. Component 2: Media Skills allows students to create their own media product to meet the needs of a client brief – a highly valued transferable skill. Students will learn how to use specialist software such as Adobe Photoshop, camera equipment and a wide range of editing techniques to complete this. Component 3: Meeting a client brief gives students the opportunity to demonstrate the skills acquired over both Component 1 and 2 in one large project. Having no exam in this subject may be of particular interest to many students.

Students studying Computer Science will learn about the more technical aspects of computers including, programming concepts, system architecture, hardware, software, number systems and more. Computer Science students will have two exams currently worth 50% each. Students must also complete a Non-Examined Assessment Programming Project unit to provide evidence of their programming skills. This structure is due to change to include an exam in place of the Programming Project.

Key Stage 5
As part of the Sleaford Joint Sixth Form, students in Years 12 and 13 have a choice of courses. A single award or a double award in the Cambridge Technical at Level 3 in Digital Media or traditional A Level in Computer Science. Students in Year 13 can also choose Digital Media as one of the few subjects that offer a certificate award, this is equivalent to an AS Level.

The Cambridge Technical at Level 3 in Digital Media is mainly centre-assessed coursework. The topics studied are similar to some of those studied in Key Stage 4. There are two compulsory exams for single award and three for double award out of a total six units (single) or twelve units (double), students can do this course even if they have not studied the iMedia course in Key Stage 4. Single award students will complete two examined units and four controlled assessment units. Double award students complete three examined units and nine controlled assessment units. Controlled assessment units include animation, photography and comic writing.

A Level Computer Science is assessed by two exams (80%) and programming project (20%). Students will need to display an aptitude towards computer programming or achieved a grade B at Key Stage 4 Computing.
Design and Technology

Design Technology is concerned with developing the capability to combine designing and making skills with knowledge and understanding in order to design and make high quality products. At St. George’s Academy, Design Technology is compulsory for all students at Key Stage 3, where a wide range of Technology subjects are offered. At Key Stage 4, students have the choice to study one Technology subject at either GCSE or the more vocational Technical Award route. In the Joint Sixth Form a range of Level 3 courses are offered as a natural progression from the subject specific courses in Key Stage 4. In addition, the Academy makes every effort to respond to student demand by also offering more vocational type qualifications at Key Stage 5.

Key Stage 3
The curriculum offered at Key Stage 3 is planned using the Key Stage 3 Strategy guidelines and is designed to give students a broad and balanced experience of designing and making, using a wide range of materials and processes. Students are placed in mixed ability groups and we try to ensure that students cover all key material areas within Key Stage 3. Students have the opportunity to study a wide range of materials including: electronics, paper and card, woods, metals and plastics, fabrics as well as Food Technology as part of the Design Technology curriculum.

Key Stage 4
In Key Stage 4, a wide choice of Technology subjects are offered to students and all are taught by staff who are specialists in each area.

In 2019/20 the following courses on offer are:
- Edexcel GCSE D&T Electronics / Product Design
- NCFE Level 2 Technical Award in Art and Design (Textiles)
- WJEC L1/2 Award Construction and the Built Environment
- WJEC Hospitality and Catering L2 Technical Award
- OCR Cambridge National Level 2 in Child Development

Key Stage 5
The post 16 curriculum offered within the department from September 2018 is as follows:
- A Level Product Design Graphics
- CAA Level 2 Bricklaying
- L3 BTEC in Hospitality and Catering
- CTEC L3 Textiles
- Level 2/3 IMI Certificate in Motor Vehicle

Religious Education

St George’s Academy has no affiliations to any particular religion or denomination. However, we enjoy a link with St Deny’s parish church for the annual Carol Service. The local clergy are invited to offer assemblies throughout the year. Speakers from a variety of religious traditions are utilised where appropriate in RE lessons. Students learn about religion, ethics and philosophy as well as learning to reflect upon their own beliefs. St George’s Academy uses the framework of the Lincolnshire Agreed Syllabus for Religious Education at present.

Collective worship is of a broadly Christian nature. Reference is made to other faiths and a conscious effort is made that the prayers should be general enough not to offend the other faiths present in the Academy. Parents have a right to withdraw their children from RE lessons and Collective Worship and should discuss this in the first instance with the Head of RE. For any students who are withdrawn the parents should provide them with alternative work to be completed in class or in another suitable room in the school. If students do not have alternative work provided then they should join the RE lesson.
Key Stage 3
After a basic introduction to the six major world religions, the Year 7 course investigates:
- What is religion all about?
- Christianity
- What is worship?
A variety of textbooks are used as well as suitable television programmes.

Key Stage 4
Students may also choose RE as a full course GCSE subject and study Christianity and Buddhism.

Key Stage 5
Philosophy, Ethics and Christianity is offered at Key Stage 5.

Physical Education and Sport

The ethos of the PE department is to encourage participation and promote excellence. We aim to provide the highest quality physical education and school sport for all students of all abilities.

Facilities include:
- Extensive sports fields, on both sites which provide areas for Football, Rugby, Hockey, Athletics, Cross Country, Cricket and Rounders.
- Three sports halls which accommodate sports to include: Basketball, Badminton, Volleyball, Gymnastics, Dance and Personal Fitness Training.
- Tarmac courts with eight Tennis courts and six Netball courts.
- Fitness suite with a range of equipment to suit different training requirements
- Outdoor fitness equipment on the Ruskington Campus.

Key Stage 3 – Core Curriculum
All students receive two hours of high quality physical education each week.

Key Stage 4 – Core Curriculum
All students receive two hours of high quality physical education each week and one hour in Year 11.

Activities taught include:

Key Stage 5
Our 1st Rugby XV, Football and Netball teams compete in regular fixtures on Wednesday afternoons. Other sports facilities are available for use during this time on a recreational basis.

Examinations / Qualifications:
- GCSE PE (AQA)
- OCR Cambridge Nationals Level 2
- Sports Leaders Level 1
- A level PE (AQA)
- Sports Leaders Level 2
- OCR Cambridge Technicals Level 3
Extra-Curricular Provision:
Activities and sports clubs take place at lunchtime and after the Academy day, and are open to all students. There are opportunities to represent the Academy in the majority of activities taught within the curriculum. Students are also encouraged to represent their House in the Academy Inter-House sports competitions.

Elite Sport Development Programme:
The Academy also runs an Elite Sport Development Programme designed to improve the performances of students in our targeted sports. These currently include Athletics, Girls and Boys Football, Gymnastics, Rugby and Netball. The programme has been very successful with teams reaching County, Regional and National Finals in these activities.

Art

Key Stage 3
The Art Department is very well resourced, with a wide range of facilities including ceramics, printmaking and offers many opportunities to thrive.

Art, craft and design embody some of the highest forms of human creativity. As providers of a high quality art and design education; we engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

This course follows on from Key Stage 2. It develops students’ abilities to understand how to look at the visual world of Art and Design. Students will learn how to investigate and make Art and Art objects. Students will undertake a wide variety of activities in two and three dimensions and look at the world around them, including the work of other artists and cultures. They will draw, paint, print, construct, use clay and make collages. Homework is set as preparation, reflection or evaluation work and should take 30 minutes to complete every week.

Key Stage 4 - GCSE Fine Art & Art, Craft & Design
Vibrant and dynamic, this specification gives staff the freedom to teach GCSE Art and Design in ways that inspire and bring out the best in all our students, whilst equipping them with the skills to continue the subject with confidence at A Level, Level 3 CTEC and beyond.

With two components, comprising a ‘Portfolio’ selected from the course of study and an ‘Externally set assignment’, the specification provides our students with a range of creative, exciting and stimulating opportunities to develop and explore their personal interests in art and design.

It allows for progression from Key Stage 3 whilst providing a strong foundation for further study at A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the A-level Art and Design specification.

The specification has been designed to allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas.

Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment.

Art, Craft & Design
This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the other titles. The context of practice, rather than the breadth of activities and/or range of media employed, determines whether a student’s work can be described as art-based, craft-based and/or design-based.
Fine art practice is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance. In Component 1 and 2 students are required to work in one or more area(s) of fine art, such as:

- Drawing/painting/sculpture/installation/printmaking/mixed media
- They may explore overlapping areas and combinations of areas

**Level 1/2 Technical Award in Art and Design**

This course is aimed at learners who want to study Art and Design in a hands-on, practical way. It takes a vocational approach and encourages the learner to use knowledge and practical skills while focusing on preparing them for the work environment. Areas of study include:

- Unit 01: Understanding the creation of art and design work - Externally assessed written exam (40% of total marks).
- Unit 02: Understand organisations, employment and how art and design work is created in the art and design industry- Internally assessed synoptic project (60% of total marks)

**Key Stage 5**

OCR Level 3 Cambridge Technical Introductory Diploma, Diploma and Extended Diploma in Art and Design - The CTEC introductory diploma is intended for students who are interested in Art and Design. The diploma and extended diploma are for students who are interested in exploring diverse Art and Design practises; we cover many techniques and methods within Art application. The Introductory Diploma course is the equivalent of one A Level and is designed to be studied alongside two other subjects, either A Level or CTEC. The Diploma is equivalent to two A Levels and can be studied as either double Art or Art and Photography. The Extended Diploma is a full time Art and Design course, worth the equivalent of three A Levels. This course can consist of double Art with Photography, double Art with Textiles or a combination of Art, Textiles and Photography.

The course consists of one mandatory unit and additional specialist units which enable students to specialise in the pathway they have chosen (Art, Photography or Textiles). The units studied have been carefully selected in order to provide students with a broad range of skills and knowledge within Art and Design. There is scope within the units for students to focus their work around their own interests. Areas of study will cover printmaking, painting, drawing and exhibition design. Further optional areas of study include 3D materials, graphic media, creative textiles and digital art.

Students will study one unit at a time through an assignment brief, which will cover all the criteria of that unit. They are encouraged to realise their creative potential by applying their ideas, techniques and training to the different projects, in order to creative interesting, imaginative and innovative artwork. Critical and contextual studies of artists' work are also used to develop students' practical and theoretical understanding.

All work undertaken throughout the two-year course counts towards the final grade, there is no examination element. Candidates will be awarded a Fail, Pass, Merit or Distinction for each unit. All work is internally assessed, internally moderated and is then finally moderated externally. External moderations take place after the completion of each unit. The grades awarded are then final and count towards their overall grade at the end of the course.

Upon completing any of these courses, students can go into Higher Education to study at Foundation or Degree Level in areas including Graphic Design, Advertising, Fashion Design, Textiles, Multimedia or Fine Art. Alternatively, students can use the qualification to enter into other areas of training.

**A Level**

At A Level in the first year, candidates explore ideas, materials and processes and develop their skills. This will then lead up to A Level Component 1- Personal Investigation – This is the coursework element of the A Level course and includes both an extended essay of 1000 to 3000 words and a practical project. You are expected to develop work in response to an Artist, art movement, idea, issue, concept or theme of your choice, your work must include written material of a critical analytical nature and must link to your practical project. Your teachers will give you guidance on how to approach his aspect of the course but if possible you should have reasonable access to original work both in galleries and museums.
A Level Component 2 – Externally Set Assignment - In early February you will receive an exam paper set by AQA with eight possible starting points from which you will be expected to select one. A number of artists, designers and craftspeople are mentioned as a catalyst for your research. You should also extend your study by looking at other individuals that you find relevant to your chosen starting point. After a period of study and research you will have fifteen hours of supervised time where you will be expected to complete your assignment which must demonstrate your ability to research, develop ideas and make links with contextual work. You must bring together all these elements to a successful conclusion.

The course is assessed by both examination and the submission of coursework. Your teachers will moderate and mark your work according to the grade criteria and boundaries set by AQA. An external moderator sent from the exam board will also mark your work. Component 1 is worth 60%, whereas Component 2, the externally set assignment, is worth 40% of the A Level course.

The A Level Art and Design (Fine Art) course is suitable for anyone interested in pursuing an Art Foundation or Design Course which can then lead to a number of Art and Design based degree courses. This qualification is useful should you wish to enter a career in a professional art arena. Possible career choices could include art therapist, fine artist, textile designer, architect, interior designer, print or fashion designer, art conservator, product designer, visual merchandiser, film director; theatre set designer, sign maker and animator to name but a few.

The department offers a wide variety of lunch and after school clubs. Whilst a list of activities are published each term, the rooms are usually open for independent study at all times. A specialist area is also set aside for Sixth form study.

OCR Level 3 Cambridge Technical Introductory Diploma in Art and Design - Photography
The CTEC Introductory Diploma in photography allows those students with an interest in the subject to apply their knowledge, skills and enthusiasm and specialise in this area. It will give students the skills to go to university or seek employment in the industry.

The introductory diploma course is the equivalent to one A level, to be studied by combining it with two other A levels. This course can also be combined with an Art course if desired to make a diploma, worth 2 A levels.

The course is based around one mandatory unit alongside additional specialist units which enable students to choose and study particular Photography subject areas in depth. These areas could cover; digital photography, film-based photography, portrait photography, digital image creation and landscape photography. Critical and contextual studies of other photographers’ work are also used to develop students’ practical and theoretical understanding.

Students learn by completing assignments that are based on realistic photographic studio and workplace scenarios, challenges and briefs. They are encouraged to realise their creative potential by applying their ideas, techniques and training to these problem solving assignments using a variety of different practices.

This course boasts of having two fully equipped studios complete with an abundance of lighting equipment and cameras. We also have a dark room for film based production.

All work undertaken throughout the two year course counts towards the final grade, there is no examination element. Candidates can be awarded a Fail, Pass, Merit, Distinction for their work. All work is assessed internally, standardised internally and externally moderated. Assessment methods include portfolios, projects, presentations and essays. This is a two-year course equivalent to one A-Level.

Students can use the UCAS points to apply to Higher Education or choose to seek employment. Candidates are well prepared for applications to study photography related degrees at university or seek employment in the photographic industry.
Business Studies

Key Stage 4
OCR Cambridge National - Enterprise and Marketing - Level 2
This qualification is equally examination and coursework focused. The course is built around a core of business theory and two enterprise coursework units. These coursework components comprise a business research and a presentation project. The course often includes exploratory research and a programme of applied learning, with case studies and project work supported by real life examples. The external examination is worth 50% of the final grade.

Edexcel – Tech Award in Travel and Tourism – Level 2
This qualification is also delivered as part of a balanced examination and coursework assessed course. This qualification is constructed to give students a thorough understanding of the business of the tourism industry. This industry focus forms the theme for the one external examination, worth 50% of the final mark. The other 50% of marks are earned through the completion of two coursework units, focused on the global issues associated with the international travel and tourism and the study of tourism destinations and tourist needs.

Key Stage 5
OCR Cambridge Technical Level 3 Extended Certificate & Diploma
Designed with the workplace in mind, this vocational Business course offers a wide range of centre assessed units with practical and wider project based opportunities, as well as examined units on the Business Environment, Business Decisions and Working in Business.

Edexcel - Travel & Tourism Extended Certificate & Diploma
This qualification is designed to give students a broad practical but equally solid theoretical understanding of the Travel & Tourism sector, the characteristics and trends in this industry as well as financial planning skills. The course aims to also promote an appreciation and development of practical skills through a range of hands on practical projects. For example, students are expected to research plan, market and organise a joint group event and in addition plan and deliver their own personal guided tour of a location of their choice. This is assessed by examination and coursework portfolio.

Drama

The Drama Department is well resourced and offers a wide variety of opportunities for all students. There are two dedicated drama teaching spaces and in addition the main hall has a fully equipped stage area. One of our teaching areas has full blackout facilities, a portable sound & light rig and a smartboard. The other teaching area is a classic studio space with fully integrated sound and lights plus a wide range of props and staging essentials. The Drama Department also has a range of video and camera equipment. We also have a selection of musical instruments and amplification including an electric piano which allow us to work closely with the Music Department.

The Drama Department offer a range of extra-curricular activities which include both Key Stage 3 and Key Stage 4 Drama Clubs. In addition to this, the Drama and Music Departments work closely together to present the annual academy production and numerous performance events throughout the year.

Key Stage 3
In Key Stage 3, Drama is delivered as an integral part of the English Curriculum. They will:
- Learn and utilise basic drama techniques
- Work cooperatively with other students and in turn improve their own communication skills.
- Study play scripts and explore them through practical activities
- Be given the opportunity to develop and devise their own performance pieces.
Key Stage 4
At Key Stage 4, students can opt for a BTEC Level 2 Technical Award in Performing Arts. The BTEC course is a practical, work related course which offers a wide range of learning experiences. Students will develop their knowledge and understanding of:

- Acting techniques
- Scripted performance
- Devised performance
- Physical theatre

This course is assessed through coursework tasks and a final performance piece. Throughout this course, all students will have a number of opportunities to present their work to a variety of audiences.

Key Stage 5
At Key Stage 5, the Drama Department offer the BTEC Level 3 Single and Double Award in Performing Arts. The Performing Arts courses are internally assessed and externally moderated. These courses are delivered jointly by the Music and Drama Departments. The certification is achieved through the successful completion of coursework units. The coursework units are very work vocational and combine both written and practical tasks.

Both of these courses are sound preparation for those students wishing to study the performing arts at either university or other specialised training institutions. All students are given the opportunity to visit a range of performance venues and see a variety of professional performances.

Geography

Key Stage 3
Are you interested in the world all around you? Do you like to know why natural hazards occur or why some countries are richer than others? Are you concerned about the environment? Do you want to develop skills you will find useful long after you have left school? There has never been a better time to study Geography and attempt to understand the world in which we live.

During Key Stage 3, students have two lessons per week. The subject is brought alive by using a wide range of engaging and interactive resources, and a very high standard of teaching. The aim of our curriculum is to enthuse and engage students through the study of Geography and development of geographical skills. We use a wide range of assessment approaches during Key stage Three to ensure that our students progress well and achieve their best. A brief overview of what we cover is below:

- Living in the UK
- Awesome Australasia
- Wasteful World
- World at Risk
- Perishing Poles
- Sustainable Settlements

Key Stage 4
Geography is a popular option choice with students at GCSE and forms part of the English Baccalaureate. We follow OCR syllabus B and our previous GCSE results have been very strong with over 80% of students attaining A* - C and almost 25% gaining A* - A. In the new OCR B GCSE course students will study a range of modules showing people’s interaction with the planet and the natural power of the earth.

- Distinctive landscapes
- Natural Hazards
- Climate change
- Resource security issues
- Population and Settlement
- Economic Development
- How is the UK changing?
- Biodiversity
The students will be assessed using three different methods;
- A Human Geography exam (including assessment of fieldwork skills) lasting 1 hour 15 minutes - 35% of the marks
- A Physical Geography exam (including assessment of fieldwork skills) lasting 1 hour 15 minutes - 35% of the marks
- A Decision making exam with assessment of fieldwork skills lasting 1 hour 30 minutes – 30% of the marks

**Key Stage 5**
Geography is offered at both schools across the Joint Sixth Form. We follow the new EDEXCEL Specification.

**Physical Geography (Paper 1) 30% of the qualification:**
- Core topics: The Water Cycle and Water Insecurity / The Carbon Cycle and Energy Insecurity / Tectonic Processes and Hazards / Climate Change Futures
- Options: Coastal Landscapes or Glaciated Landscapes

**Human Geography (Paper 2) 30% of the qualification:**
- Core topics: Globalisation / Superpowers / Regenerating Places or Diverse Places
- Options: Health, Human Rights and Intervention or Migration, Identity and Sovereignty

**Issues Evaluation (Paper 3) 20% of the qualification:**
This is a synoptic paper that will be based around core themes within the course. Students will need to evaluate an issue presented in a resource booklet within this written exam.

**Independent Investigation 20% of the qualification:**
This is an independent study based on fieldwork done during the course of the 2 years. It is done as a fieldwork report of approximately 3000-4000 words. Students will be expected to present and analyse data collected during fieldwork and conclude on their own question. Students will work on this element throughout the duration of A Level Geography. This component is internally marked and externally moderated.

**Fieldwork:**
There will be a minimum of 4 days fieldwork completed during the course. This may be local area studies or work done further-a-field. The fieldwork will comprise of both Physical and Human Geography and will be connected, in part, to the Independent Investigation unit.

**History**
History is a fascinating subject, full of interesting people, places, events and colourful stories about the lives of others before us. It is the belief of the department that the subject should be brought to life with a stimulating classroom experience, coupled with appropriate visits to sites of historical importance. Recent visits have included castles, museums, the National Archives, and trips overseas to Berlin.

Knowing about the past is an amazing and very rewarding study that offers a window on different times and places. Sharing our heritage is essential to the education of every child if we are to develop our students into mature, considerate adults, capable of forming their own opinions and making decisions about their life with authority and understanding.

Many of our students at St. George’s go on to study History at University where they complete Undergraduate and Post-Graduate qualifications to further enhance their skills, deepen their knowledge and satisfy their interests. Even for those that do not continue with the subject after they leave school, History can support understanding in other curriculum areas by providing a context and perspective for further study.
Key Stage 3
Students study the following:
- Anglo-Saxons to Normans
- Britain during the Middle Ages
- The Reformation in England
- English Civil Wars
- Industrial Revolution
- Slavery and the British Empire
- The First World War
- The rise of Hitler and Germany
- The Second World War
- The Cold War
- Civil Rights in the Twentieth Century

Key Stage 4
Students follow the Edexcel 9-1 syllabus. Among the topics covered are: Crime and punishment in Britain, c1000–present and Whitechapel, c1870-c1900: crime, policing and the inner city. Anglo-Saxon and Norman England, c1060–88, Superpower relations and the Cold War, 1941–91, Weimar and Nazi Germany, 1918–39.

Assessment is provided by three examination papers in the summer term of the final year of study.

Key Stage 5
The department offers the AQA specification. Assessment is by examination and coursework. Topics covered are: The Wars of the Roses, 1450–1499 / Tsarist and Communist Russia, 1855–1964.

In addition to these examined units, students produce a personal investigation into an aspect of German history between 1789 and 1933.

The department also offers A Level Government and Politics. This gives Sixth Form students the opportunity to learn about their own political system and debate contemporary political issues. It also affords them the opportunity to contrast this with the American experience in Year 13.

Health and Social Care

Key Stage 4 - OCR Cambridge National qualification at level 1 and 2 (A* - F).
On this course, students will learn skills such as effective communication alongside the essential values of care relating to the workplace. Over the 2 years, students will complete four units – three will be internally assessed course work, one will be an externally assessed examination.

Key Stage 5
OCR Cambridge Technical Level 3 Diploma in Health and Social Care
This is equivalent to two A Levels and is graded at Pass, Merit, Distinction or Distinction*. The qualification consists of 14 Units which are all internally assessed coursework throughout the programme of study, including two full weeks of work experience carried out in an appropriate setting. This is a two-year course.

OCR Cambridge Technical Level 3 Introductory Diploma in Health and Social Care
This is equivalent to one A Level and consists of 7 coursework units, with two full weeks work experience. This is a two-year course.

OCR Cambridge Technical Level 2 Diploma in Health and Social Care
This is a one year, full-time programme of study, which incorporates two days per week on work experience and the opportunity to re-sit GCSE Maths and English if necessary. The course is assessed through coursework submissions which are graded at Pass, Merit or Distinction.
Life Skills

Life Skills is an amalgamation of Social, Moral, Spiritual and Cultural Education and Guidance. The Life Skills programme is taught by tutors on a Friday and is supplemented by outside speakers. Through Life Skills, students have the opportunity not only to visit relevant topics for their personal development, but also to build their skills of critical thinking, communication and problem solving. The programme covers both British Values and our own Academy Values.

Activities and teaching in Life Skills contributes to achievement of the curriculum aims for all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Students being aware of their health (physical, mental and sleep)
- Educated on sex education and related topics
- Responsible citizens who make a positive contribution to modern society

PSHE - personal, social, health and economic education, is conveyed in new interrelated units of study for both Key Stages 3 and 4. These units cover: personal wellbeing, economic wellbeing and financial capability, social and health education, including sex education, sleep education, mental health, relationship education, internet safety, crime, racism, homophobia, extremism, emergency services, first aid, alcohol and drugs, human rights, options, the social and emotional aspects of learning, careers education, enterprise, financial capability and work-related learning.

Modern Foreign Languages

Key Stage 3
Students will study either French, Spanish or German. The students follow a course for their relevant language that supports their learning in a fresh and appealing way.

All our language courses are supported by engaging ICT packages and all three languages are taught by specialist teachers using a variety of approaches including ICT. Students have access to an up to date computer suite where they can practise what they have learnt in the classroom using the courses that support the textbooks by, for example, playing vocabulary games on subscription websites or they could use the computers to access authentic listening material, for example on YouTube.

Key Stage 4
Students can opt to study GCSE French, Spanish or German. Students studying GCSE languages have access to the Foreign Languages Assistant, a native speaker who works with small groups to provide personalised support and feedback. Students follow new courses designed to reflect the demands of the AQA examination. They also have access to the computer suite facilities and are taught in a dynamic and modern way by specialist staff in a well-equipped building dedicated to MFL.

Key Stage 5
Students can study A Level qualifications in French, Spanish or German as part of Sleaford Joint Sixth Form. All students have individual access to the native speaking Language Assistant on a weekly basis where they get personalised support in order to prepare for the oral examination. Students have access to the ICT facilities and are offered a wide range of support and materials developed by the specialist teachers.

Every year we also support students who come to us already competent in another language. In recent years, students from all year groups have taken GCSEs, AS and A2 Levels in French, Spanish, German, Portuguese, Russian, Arabic, Mandarin and Polish.
The Music Department has a wide range of resources for students to use, both during their lessons and as part of extra-curricular activities. This includes: rehearsal rooms, a recording studio, three full computer suites with Apple Mac computers and a variety of musical instruments, both acoustic and electronic. The Music Department also offers a wide-range of extra-curricular activities including: junior choir, senior choir, concert band, woodwind ensemble, vocal groups, ukulele club, music technology club and band rehearsal nights. The Music Department also makes a full contribution to cross curricular projects such as the annual Academy production and the Christmas concert.

If students wish, they may opt to have instrumental lessons on an instrument of their choice. These are competitively priced and taught by qualified, experienced tutors. Students can choose from a range of instruments including brass, woodwind and string instruments, piano, keyboard, guitar, drums and singing.

**Key Stage 3**
At Key Stage 3, students will:
- develop each of the interrelated skills of performing, composing and appraising in all activities;
- extend these skills through applying listening skills and musical knowledge and understanding;
- make connections between all areas of knowledge and musical experiences.

In particular, pupils should acquire and apply knowledge and understanding of:
- how music is constructed, e.g. the use of musical elements and devices;
- how music is produced, e.g. the use of instruments, ICT, musical processes and procedures, including relevant symbols and notations;
- how music is influenced by time and place, e.g. the effect of the occasion, purpose or venue

All students will have the opportunity to: develop their singing skills, learn to play a musical instrument through their music lessons, and use music technology to record and create music. Lessons have a practical focus with supporting theoretical study.

**Key Stage 4**
At Key Stage 4, students can opt to study for a BTEC Level 1/2 First Award in Music. This qualification equates to one GCSE. The BTEC course is a practical, work-related course which offers a wide range of learning experiences. The course provides a thorough insight into the music industry as well as a plethora of practical opportunities to apply knowledge and understanding of music. Students will develop knowledge and understanding in the following areas:
- The music industry
- Composition
- Performance
- Managing a music product

Throughout the course, students have a number of opportunities to perform for a variety of audiences. A music technology pathway is also available and provides opportunities to develop skills including sequencing, recording and live sound.

**Key Stage 5**
At Key Stage 5, students can opt to study for a BTEC Level 3 Subsidiary Diploma in Music (Performance) or BTEC Level 3 Diploma in Music. Both courses have a practical foundation with supporting theoretical study. Students will study some of the following units:
- Music performance techniques
- Live music workshop
- Music theory and harmony
- Contemporary songwriting techniques
- Arranging music
- Music project
Media Studies

Media Studies is a popular subject which aims to equip students with the skills they need to investigate the role the media plays in all our lives. At both GCSE and A Level, the course allows students to draw on their own experience of the media and to develop their ability to respond critically to a range of media products and industries. It allows students to investigate a wide variety of media, including digitally based technologies (such as computer games) as well as television, radio, the music industry, and print media products. Students are taught to use the key concepts of media studies to inform their analysis of texts, the industry and audience responses.

The specification also encourages students to engage with, and develop their understanding of, the media through their own production work. Coursework is a popular and successful element of this course, forming 30% of the marks available. Students benefit from access to good quality technical equipment and professional software to enable them to produce high quality production work. Students are given the opportunity to research a topic set by EDUQAS which will then form the basis for their production, thus encouraging them to create work that is informed by an understanding of contemporary media issues. This is an exciting and developing curriculum choice for students.

Psychology

Psychology is a popular subject, which requires students to have strong powers of critical analysis, independent thinking and research. Students will learn how to analyse arguments and evidence, test hypotheses and make informed judgements.

In Year 1, in addition to gaining an understanding of the various Approaches in Psychology and Research Methods students will explore the Introductory Topics of Social Influence, Memory, Attachment, Biopsychology and Psychopathology. Students will sit mock exams at the end of Year 1.

In Year 2, students undertake additional compulsory sections in Biopsychology, Issues and Debates. For the “Options in Psychology” paper, students will also explore Gender, Stress and Forensic Psychology.

The A Level is externally assessed by three examinations:
- Introductory Topics in Psychology
- Psychology in Context
- Issues and Options in Psychology
(All exams are 2 hours and contribute 1/3rd of total A Level grade)

This course requires students to complete extended essays and carry out statistical analysis; therefore, the entry requirements are as follows:
- Grade 6 or above in English Language GCSE
- Grade 5 or above in GCSE Maths
- Grade 5 or above in Biology

For more information on the specification details please visit www.aqa.org.uk

Sociology

There are several very similar definitions of Sociology including:
- The scientific study of human social life
- The scientific study of human relationships and their consequences
- The study of human society and social behaviour
- The description and explanation of social structures, social behaviour, and social interaction
Sociology requires open minds, critical thinkers, good organisation skills, and independent learners. The subject is constantly updating and as well as looking at 19th Century sociologists, we also analyse up to date studies and current affairs, where students also conduct their own group research project. Assessment is by three A Level exams at the end of Year 13. There will also be mock exams in Year 12.

Topics in Year 12:
Education with Methods in Context - this module includes studying explanations of the role and purpose of education; sociological explanations of differential educational achievements of social groups by class, gender, and ethnicity; relationships and processes in schools such as subcultures and the hidden curriculum; educational policies; and sociological research methods.

Families and Households and Research Methods - this module includes studying the relationship of the family to social structure and social change; changing patterns of marriage, cohabitation, separation, divorce and the life course; gender roles; changing status of childhood; and demographic trends since 1900.

Topics in Year 13:
Beliefs in Society - this module includes studying different theories of religion, sociological explanations of the purpose and role of religion, religious organisations, religions and social groups, and the debate of secularisation.

Crime and Deviance with Theory and Research Methods - this module includes studying theories of crime and deviance; explanations of the social distribution of crime and deviance trends; contemporary issues in the sociology of crime such as effects of globalisation and the mass media; sociological views of the criminal justice system, and the study of research methods and theory.

This course requires students to complete extended essays and so a Grade 5 or above in English Language GCSE and English Literature GCSE is required.
For further information, please visit www.aqa.org.uk/subjects/sociology

Public Services

The BTEC Level 2 and 3 qualifications are designed to equip learners with the knowledge, understanding and skills required for a successful career in any of the uniformed or non-uniformed Public Services. Public Services are at the very heart of our community, and those who pursue a career within a public service will be fulfilling a vital role in society. The BTEC Level 3 Public Service qualifications are run over two years and have a very practical emphasis. The Level 2 qualification is a one-year course for those interested in a career the Public Services, or those who may wish to access the Level 3 qualification. On completion, learners will have taken an important first step onto the ladder of a well-structured and rewarding career with one of the largest employment sectors in the UK.

We currently offer the following BTEC Qualifications: The Level 3 Extended Diploma, the Level 3 Diploma in Uniformed Public Services and the Level 2 Diploma in Public Services. All courses are based at St George's Academy. A non-uniformed option at Level 3 is also available, although students will still wear the public service uniform.

The BTEC Level 3 Extended Diploma and the Level 3 Diploma in Public Services (Uniformed) are two-year courses that consists of mandatory and optional units that provide a combined total of 180 or 120 credits respectively. The Level 3 Extended Diploma carries up to 168 UCAS Tariff Points and is broadly equivalent to 3 A Levels graded A*-C. The courses are available for uniformed and non-uniformed pathways.

During the Level 2 course, you will examine a range of uniformed and non-uniformed public services. You will learn about the various levels of fitness required to join a public service and take part in practical leadership training. You will also study various subjects to enhance the contribution you can make to your future employment and can, for example, take entry tests with a number of public services. Visits are a regular part of the course and include work experience with the Armed Forces.
All the units are currently assessed by coursework. Assessment methods include essays, projects, presentations and attendance at practical events such as residential experiences and other activities. Our students also use training opportunities provided by the emergency services and armed forces.

You may wish to use the Level 3 qualification and UCAS points to gain entry to a university. Students who go to university do not necessarily need to study a public service related degree. Our students have gone into Policing & Criminology; Teaching; Sport; Emergency Management; Nursing and Outdoor management. Others may use the qualification in order to enter specialist areas of employment, obtain a commission in the Armed Services or seek direct employment in the public service sector, such as the Police, Fire & Rescue Service or the Immigration and Border Agency.

The BTEC Level 2 Diploma gives you a qualification equivalent to 4 GCSEs A*-C. The aim of the course is to enable each student to make an informed judgement on their personal suitability for a career within any of the public services. The course provides a detailed insight into the work undertaken by a wide range of public services and the different career opportunities that are available to you.

**Early Years Education and Care**

Early Years Education and Care offers students the opportunity to study at Level 2 and Level 3 for a qualification that can lead directly into employment. There are specific career pathways into a variety of employment opportunities working with children from birth to 7 years old.

Students must attend work placements to develop the practical skills necessary to work effectively with children, families and professionals, with classroom based studies to underpin the knowledge requirement for this very important phase of childhood development. Practical assessments are required in work placements for both Level 2 and Level 3 courses as well as the classroom based assessments.

Students will study theories supporting development, learn how to plan activities and lessons in line with current government guidelines, Health and Safety, communication skills, Paediatric First Aid, and build up their own professional development portfolio. We expect students to set their own targets, be enthusiastic and committed to their chosen vocation, and to be ambassadors for the Academy. In return, the department provide a supportive, dedicated atmosphere in which to work, where equality of opportunity and inclusive education are integral to our course. We have a proven record of success in both employment and university places for our students and welcome those who are looking for a career working with children.

**Combined Cadet Force**

St George’s CCF (RAF) is a new addition to the Academy and was formed in September 2018. It currently consists of a Royal Air Force section. There are CCF contingents in over 400 secondary schools all over the UK, offering young people a broad range of challenging, exciting, adventurous and educational activities. Each CCF is an educational partnership between the school and the Ministry of Defence. A contingent may include Royal Navy, Royal Marines, Army or Royal Air Force sections.

Our aim for the Cadet Force is to develop powers of leadership and a spirit of teamwork by means of training and engaging in enjoyable adventurous activities. Each cadet force, while embracing broadly similar aims, is based on the values and standards of their respective armed force and has its own vocabulary, ethos and traditions. Significant support is provided by the MOD who values the CCF as an organisation for the development of young people. While the CCF is run along military lines, it is not a precursor to military service or seen as a promotional organisation for the Armed Services.

However, whilst the CCF is not a recruitment vehicle, being a Cadet in the CCF can offer an invaluable insight into the wider role and function of the UK Armed Services; especially for those students who may wish to pursue a military career. The CCF helps St George’s Academy provide an environment where students can acquire leadership and team working skills. At the same time, they can develop a sense of camaraderie through self-discipline, service and adventurous activities.