



Social Curriculum

This term we have welcomed Dr Evans to Thorpe St Andrew School and Sixth Form as Vice Principal.

Dr Evans has been the Deputy Headteacher at Sewell Park Academy since 2020. Thorpe St Andrew School and Sixth Form's recent move to join the Broad Horizons Education Trust has allowed us to welcome him to our school and draw upon his specialist body of educational expertise to support the school's current development needs.

Dr Evans gained his first degree, his Master's degree and his teaching qualification at the University in Wales, Aberystwyth. After teaching in Brighton he moved to Norwich where he obtained his PhD at the UEA. He has since taught in a number of Norwich schools and Colleges and was the founder Principal of Norwich's Sir Isaac Newton Sixth Form.



He has long been led by educational research rather than tradition or dogma and has authored many online nationally adopted resources that have guided pedagogy along evidence-based pathways in secondary schools across the UKs.

Over the last decade, Dr Evans has found his focus shifting from the science of teaching and learning to the often over looked domains of social development and the engineering of a bespoke school culture.

Dr Evans has committed to continue to work with Thorpe St Andrew School and Sixth Form to develop our practices in order to ensure that Thorpe St Andrew School and Sixth Form students continue to be equipped to progress to the best possible futures available to them.



Enhancing the success of Thorpe St Andrew Students



Thorpe St Andrew School and Sixth Form is a BIG school, a real positive in terms of allowing us to offer a huge range of subject options in terms of qualifications at GCSE and A level.

As schools increase in size however, they can become more 'lively' and it becomes very important that everyone understands expectations concerning positive social interactions.

Standards of conduct should be clearly articulated and understood by all. How those standards are met through behavioural actions has to be clearly communicated to all members of the school community. The Department for Education released detailed [guidance](#) on this area this month.

To this end, since September, we have been carefully teaching all Thorpe St Andrew School and Sixth Form students a number of important *patterns of behaviour* that are expected to be followed universally across the school at specific moments of the day. These we term our Social Routines. You can review our Social Routines for yourself by visiting [this](#) page of the school's website.



In form time this week, students were shown a video and given information on how to access wellbeing/sexual health services in the best way that suits them.

Please follow this [LINK](#) to view the "Getting it on" website which has lots of information and support links.

Developing our Pastoral Curriculum

The high quality of our academic curriculum is obvious to all with our super examination results this year being solid evidence. Our focus is now firmly on developing our Social Curriculum to develop behaviours that enhance life success.

Articulating a set of Social Routines is a necessary but never-the-less very basic step in the process of creating or shifting a culture. The ideas explored by Pierre Bourdieu regarding his conception of the *habitus* and 'rules of the game' means over the next eighteen months, we need to determine a suite of important personal attributes that could conceivably be developed through a well-considered social curriculum.

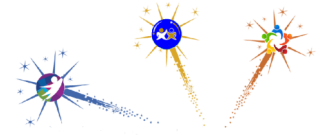


The National [Skills Builder Framework](#) is particularly helpful and usefully provides a steer on the types of knowledge, attributes and skills that should be strategically developed in young people:

- **Societal Knowledge:** ideas about the self, school, society that can be recalled, understood and explained, this includes an understanding of positive *values*.
- **Character attributes:** the choices an individual makes, based on their adopted values. Character attributes are manifested as attitudes and behaviours.
- **Skills:** the ability to, "enact a repeatable process". Skills can be usefully subclassified to include:
 - ◆ Social skills (The skills we use everyday to interact and communicate with others. They include verbal and non-verbal communication, such as speech, gesture, facial expression and body language).
 - ◆ Essential skills (Highly transferrable skills that almost everyone needs to perform in any job or academic environment).
 - ◆ Basic skills (literacy, oracy, numeracy, basic digital skills).

Expect to see the translation of these ideas into tangible classroom based learning activities sequenced throughout the school's pastoral curriculum. You will receive regular updates as our Social Curriculum evolves.

The following articles are available on our website. To read these in full, please visit our website or click on the links/images below.



Introducing Freddie - Thorpe St Andrew School and Sixth Form Second Therapy Dog.



THOUSANDS of teenagers are getting their GCSE results today and are about to start the massive challenge of working out their future. Whether they're heading off to college or finding themselves an apprenticeship or a job with training, it can all be scary. Horridly Horner, 18, from Norwich, knows how she'll feel.

After her GCSE results two years ago she set about realising her dream to teach, and next week, as one of the first people in the country to complete the new T-level in education and childcare, she starts her first full-time job as a teaching assistant.

Why teaching?
I was inspired by my mum who is a teacher and knew from a young age that was what I wanted. Being a teacher can change lives. I think it's amazing to play a role in life and provide young learners with skills they will use for the rest of their lives, from taking the time to basic maths and counting. I chose child development as a further education option I knew I wanted to carry on doing that. As the T-level in education and childcare had just been launched as an alternative to A-levels, and it focused on my chosen subject, it was the right thing for me. T-levels have given me the opportunity to learn, develop and grow in the sector I was interested in joining. I've had the opportunity to learn in the classroom and train on the job. My course placement I did at City Primary School in Norwich, even led to me landing my first full-time job.

What job is that?
Next month I will be starting as a Key Stage 1 teaching assistant at City Primary School. This will involve working alongside the teacher to provide help and support to all of the children in my class. I was so happy to land the role after completing my industry placement earlier this year at the school. I can't wait to start. I feel more prepared having worked at the school before, so I'm excited but also slightly nervous too.

What's so special about a T-level?
It's better at learning through practical sessions and activities.

ALTERNATIVES TO A-LEVELS

There is a range of other vocational qualifications such as BTECs (btec.co.uk) or an apprenticeship which are available to help you to gain skills and will lead to you entering the workforce to help you to complete them. There are other post-GCSE options too such as apprenticeships which are available to help you to gain skills and will lead to you entering the workforce to help you to complete them. The National Apprenticeship Service (nas.gov.uk) currently has 1934 opportunities to secure an apprenticeship covering hundreds of occupations from admin and engineering to social care and hair dressing. There are currently 104 apprenticeships at jobsforyou.co.uk which not only has information on apprenticeships but also great tips for interviews and CV writing too.

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Dear Parent/Carers

September 2022

Attendance at school and legal intervention

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly.



Research commissioned by the Department for Education shows missing school for even a day can mean a child is less likely to achieve good grades, which can have a damaging effect on their life chances. At Thorpe St Andrew School and Sixth Form our aim is to work with parents to ensure that all our students receive the most from their education and reach their full potential.

This letter is to remind all parents about the law that requires them to ensure that their child attends school regularly. The Government is very clear that no child should miss school apart from in exceptional circumstances and schools must take steps to reduce absence to support children's attainment.

The DfE policy document entitled, 'Working together to improve school attendance' states:

- Only exceptional circumstances warrant a leave of absence. Schools should consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request.
- If a leave of absence is granted, it is for the headteacher to determine the length of the time the pupil can be away from school.
- As head teachers should only grant leaves of absence in exceptional circumstances it is unlikely a leave of absence will be granted for the purposes of a family holiday.

If the school does not receive a request for leave, the head teacher will be unable to consider your individual circumstances and the absence will be recorded as unauthorised. There will be no obligation on the head teacher to reconsider authorising the leave if an application has not been made in advance.

The Local Authority operates a system where any pupil will meet the criteria for legal intervention if they have **at least 9 sessions (4.5 school days) lost to unauthorised absence by the pupil during 6 school weeks.**

The intervention could be in the form of a fixed penalty notice. Any student at Thorpe St Andrew School and Sixth Form who meets the criteria, will be referred to the Local Authority for action to be considered.

If a fixed penalty notice is issued, the arrangement for the payment will be detailed on the notice. The penalty is £60 if paid within 21 days of receipt, rising to £120 if paid after 21 days but within 28 days. A parent may receive more than one separate penalty notice resulting from unauthorised absence. When penalty notices are issued each parent will receive one per child. Therefore, each parent could receive multiple notices if they have more than 1 child who has been absent. You should be aware that failure to pay the total amount within the timescale will result in legal action being taken. In some circumstances, the Norfolk County Council Attendance Team may choose not to issue a further penalty notice in the same academic year and may instead choose to prosecute a parent under the Education Act 1996 S444. There is no right of appeal by parents against a fixed penalty notice.

I hope we can count on your support in this matter, please do not hesitate to contact me if you have any questions.

Yours faithfully
Mrs P Bignell

WeAREstillYourFriends - Can you help us?

Would you be able to share some of your time and expertise with us in raising money for the school? We need people with all levels of time and energy to join our group - to be Committee members, to help at specific events or just to share ideas, contacts or donations. We, the Friends of Thorpe St Andrew School, look forward to welcoming you to our first meeting this week - Thursday 15 September, from 7pm to 9pm in the North Site Staffroom, Longfields Road.



Our Fabulous New Toilets - Our non-gender specific toilets have now been installed and have followed a model that is being used by many other High Schools and Universities including the UEA. The design of the cubicles are that doors and walls go from floor to ceiling and the whole toilet area is open plan which provides full safeguarding to our students.



Monday 19 September 2022 - School closed for Her Majesty's Funeral
Thursday 22 September 2022 - Year 11 and 13 Class of 2022 Graduation Garden Party
Thursday 29 September 2022 - Year 6 Open Event