



Liverpool College

Mission Review: The School of Character

Final Report

Preface:

The 2016-2017 College Improvement Plan included the goal of reviewing the school's effectiveness in implementing its mission.

At the request of governors, senior leaders presented a mission review document which identified challenges for the school in pursuing its mission. The document also included proposals for addressing these challenges which could be implemented from September 2017 onwards.

The initial draft document was presented to staff on 12 December 2016 after an initial review by governors.

Feedback, suggestions and questions in response to the document were received orally and in writing from 9 members of staff in the Prep and Senior phase.

In addition, the document and its proposals were extensively discussed with the Heads of School and with pupil voice delegates from each of Years 5-12.

An Interim Report was then produced in February which included those changes made to the original document in response to concerns, suggestions and questions raised during these consultative meetings.

This interim document was circulated to the Education Committee of the Governing Body and College staff. It also formed the basis of a Parent Information Evening on Thursday February 16. At an assembly on February 27, the review was presented to the Sixth Form and on March 13 and March 23, presented to Year 7-11 and Prep School pupils at their respective assemblies. Using advice and suggestions received during these further consultations, final additions and clarifications were made to the mission review document.

The mission review will serve as framework for the creation of the College Improvement Plan for 2017-2018.

Mission Review: The School of Character

This review seeks to identify challenges the College faces as it pursues its mission to be a school of character which strengthens the habits of the Purpose Passion Challenge learner profile in its students. It suggests actions the College should undertake to ensure that it becomes a **school of character**.

A School of Character

The formation and maximum development of character is the purpose of every great school.

Character is the unique and personal aggregate and combination of features, traits, habits, talents and interests which form the essential nature of the individual person.

Schools of Character focus their energy and resources on the maximum development of character by specifically and systematically and measurably actualising the intellectual, moral, spiritual, artistic, leadership, and physical potential of their pupils.

Specifically, a **School of Character** centres and focuses its resources, human and material, to:

- ❖ **Challenge and guide** every pupil to engage in serious, demanding and ambitious learning leading to better than expected outcomes through the development of resilient and internalized working habits.
- ❖ Deliver a systematic and articulated programme and curriculum of **social and moral education** to all its pupils in every year group.
- ❖ Deliver a systematic and articulated programme and curriculum of **leadership education** to all its pupils in every year group.
- ❖ Deliver a systematic and articulated programme and curriculum of **artistic and creative challenges** leading to performances, artefacts, and creative achievements for every pupil in every year group.
- ❖ Deliver a systematic and articulated programme and curriculum of **physical activities and competitive sports** which measurably improves the wellbeing of pupils.
- ❖ Provide a framework and programme of **community service and school service** as central to the purpose of the school, the leadership of teachers and the learning of pupils.
- ❖ Actively promote and develop **teachers as learners and leaders** in the formation of character of the whole child.
- ❖ Demand and build systematic **involvement of parents and carers** in the holistic education of pupils.
- ❖ Promote the school as a **community of relationships** which exists to form the character as well as the intellect.

Purpose Passion Challenge Learner Profile

Purpose

We reflect deeply on our experience of the world and our place in it.

We consider the meaning and the purpose behind our experiences and our plans, and reflect upon them.

We make consistent progress towards clear and ambitious goals.

We can visualise and plan our future, our ambitions, and our opportunities. We understand clearly how our actions and learning today will impact that future.

We understand and accept our responsibilities to others.

We respect others and show concern and compassion for those who need us. We serve our school and community. We strive to improve the lives of others and in the world around us.

Passion

We learn independently and enthusiastically

We nurture our curiosity. Our love of learning enables us to pursue inquiry and research on our own or with others. Our zeal for learning means we learn enthusiastically and eagerly in and out of the classroom.

We create and innovate

We dare to do new things in new ways, taking considered risks, and accepting the possibility of failure. We understand our own interests, our strengths and weaknesses and are developing new interests and embracing new ideas.

Challenge

We improve our knowledge, skills and character through determination and application.

We tackle things which are difficult in and out of the classroom, and understand how that difficulty promotes our learning and improves our resilience and character

We are resilient and determined when we meet challenges.

We stick to our tasks, persevere, and overcome challenges. Setbacks do not deter us.

Fundamental Needs:

An analysis of data, and staff, pupil and parent feedback has identified the fundamental needs of pupils and staff that will facilitate the successful delivery of the mission of the school:

Pupils need:

- attention and support from teachers and the attention of a form teacher in ensuring they are making the educational journey;
- sufficient teaching and learning time to make excellent progress in maths and English;
- to learn when they are most ready to learn;
- to be enthused by organised and systematic programme of personal development and activities, with clear educational and personal development goals;
- the chance to choose an activity, serve the school and wider community and study independently including engaging in appropriate work experience and internships;
- smaller group and personal support and intervention where appropriate and effective; and
- opportunities to lead the culture of the school, support each other, and contribute to the direction and improvement of the College.

Staff need:

- a sustainable workload and work life balance
- time to plan and teach great lessons;
- time and opportunity to discuss and develop their professional practice;
- time and opportunity to support and advise pupils; and
- an opportunity to teach for character, not only intellect.

The Challenges:

The College faces a number of challenges which are a threat to its ability to educate the character as well as the intellect.

1. **Rapid growth** in the College puts pressure on an individualized pupil-centred approach. The demands of growth themselves absorb more and more resources for leaders and teachers, a distraction from a focus on the individual and from building strong relationships between pupils and between pupils and staff. A large influx of

new parents, pupils and staff unfamiliar with the expectations of the College across all the phases of the College makes it more difficult to maintain a consistent ethos and clear direction.

2. **Improving rates of progress** for all pupils. Recent data does not paint a picture of consistently outstanding progress for all pupils and groups of pupils across the College. Progress, not achievement, is the way the College and regulator should and will measure the effectiveness of Liverpool College.
3. The College's commitment to a holistic education for its pupils is not a focus of the **accountability measures** of the regulator and the Department for Education. In simple terms, we must show that our pupils make excellent academic progress if we wish to please the regulator. The regulator is less likely to investigate or measure the extent to which we have developed character as set out in our mission and in our statement of principles: Schools of Character. Balancing the need to ensure excellent academic progress for all pupils whilst remaining faithful to our mission to develop the whole person is a precarious balance. At this moment in time, we have no way to measure or reveal the impact of our philosophy of holistic education on the academic progress of pupils.
4. In light of the above, it is difficult to ensure that all pupils and all staff experience the school as a **school of character** and that our curriculum and programme involves all pupils and staff in the central mission of the school and allows pupils and staff to participate actively in our pursuit of our mission.
5. **Financial and human resources and facilities** are under great strain because of the above. Additional pupils without additional support staff mean ever increasing workloads for support staff. Many facilities are very busy and crowded and this has an impact on supervision requirements and behaviour.

Response 1 – Rapid growth:

- A. It is our intention to issue a **home school agreement** signed by parents and pupils reiterating succinctly the mission and vision and ethos of the school, the commitment parents and pupils make to the school, and our commitment to educate the whole person. This agreement must set out clear expectations regarding participation in co-curricular activities, punctuality and attendance, behaviour and conduct in and outside the College for both pupils and parents. A copy of the proposed agreement is included in **Appendix E**.
- B. A clear curriculum plan for the Learning with Character programme, timetabled and articulated in every phase of the College and including both PHSE, careers education, leadership education, arts and sports, and explicit teaching of character, delivered in form groups and providing some element of choice to pupils.
- C. The creation in the senior phase of smaller form groups based on houses through the introduction of a sixth house in larger year groups.

- D. A clear structure for houses, house competition and house activities in the senior school.
- E. Clearly timetabled intervention, classroom Learning with Character lessons, structured activity periods which deliver programmes explicitly in pursuit of the holistic mission of the school, effectively led and developed, participation in which is a central part of school life for which pupils and staff are accountable.
- F. New and different platforms for communication with parents. Newsletters are not sufficiently read and are not in real time, they do not engage all parents.
- G. Lunch arrangements which maximise the use of available facilities and also provide an orderly, structured and civilized experience of eating together.
- H. Routines of supervision and staff and prefect deployment in break and lunchtime which maximize visibility of staff.

Response 2 – Improving rates of progress:

- A. We must make sure that our calendar, curriculum and timetable allocations give pupils and teachers an opportunity to make better than expected progress according to the curriculum and accountability measures that exist. In this regard, the teaching of mathematics and English is not allocated enough time in some phases of the College when compared to other schools and when viewed in the light of the accountability pupils and teachers face for their learning in these subjects. Specifically this means creating a more flexible weekly timetable in Pre Prep and Prep which provides more curriculum time allocation flexibility to the form teacher. In the senior school, this means more time for maths and English particularly in Key Stage 3 where our intention would be to teach 38 more hours of English and maths respectively in Year 8 and Year 7 per annum
- B. Our current senior phase programmes of intervention run from 16.15-17.15 are too late in the day for effective learning for younger pupils. In the senior phase, there is a clear lack of time either within the calendar or within the school day to effectively intervene with pupils. Our intervention policy must therefore be renewed and resources expended on delivering a systematic framework of intervention across the College.
- C. The purpose of the Learning with Character programme must be to drive self-efficacy in pupils and academic optimism in the College. These traits should be measured along with academic progress allowing pastoral and academic intervention to operate holistically.
- D. Individualized tracking and monitoring, owned, understood and supported by parents, must drive intervention and increased challenge for pupils.

Response 3 – Accountability measures and holistic education:

- A. Developing and implementing a Learning with Character programme across the College. This programme will be timetabled with a weekly lesson in Pre Prep and Prep and a bi-weekly lesson in Senior School and will involve all staff and will be the central structure of the pupil experience. It will be led by a senior leader supported by a defined team of LC coordinators in each school and include:
- Systematic careers education, age appropriately and including world of work experiences in every phase of the College
 - Health and well-being education
 - Sex and relationship education
 - British Values, Citizenship and Prevent
 - Safeguarding
 - Pupil Voice
 - Mindfulness and leadership theory
 - A systematic programme of journaling and planning by means of a “LC BOOK” individual to the pupil
 - Surveys of pupils’ and staff’s self-efficacy and academic optimism
 - A carefully designed and articulated series of mandatory and voluntary Learning with Character Activities and leadership training within the timetable which develop the whole child to which every pupil and every member of staff contributes
- B. Providing in each phase of the College a clear house identity which supports induction into and promotion of the aims and ethos of the College and leads to house competitions in sports and the arts and which forms the framework of community service and charitable giving coordinated by the heads of houses supported by prefects, accountable to school leadership.
- C. The Sixth Formers will have access to an internship programme in various settings on Wednesday afternoon.

Response 4 – School of Character:

- A. We will operate on a calendar, curriculum and timetable policy which allows us to intervene effectively with pupils, provides time to prepare and deliver outstanding lessons in a challenging curriculum, increases focus on the individual, and allows all staff and pupils to participate in a wide variety of activities.
- B. The on-going work in the implementation of the mission review will be done within the **School of Character framework** (page 2). This framework is itself an expression of the educational strategy of Liverpool College.

Response 5 – Finance and resources:

- A. The review of support staff leads to an incorporation of support staffing needs in the growth model of the College.
- B. Routines and timetables focus on orderly and effective use of spaces.
- C. New build allows for more spaces to be used elsewhere on the campus.
- D. Expansion of school and partnerships increases revenues and involves more outside partners in the financially efficient delivery of our programmes.
- E. We will cease subsidizing the transport links to school from September 2018. The school will no longer operate bus routes in the morning and afternoon from that date.

**HvMB
18.05.17**

Appendix A – Example of Senior School Activities Programme

Tuesday	Thursday
Year 7 & 8: Choice of activities	Year 7 & 8: Carousel of activities
Year 9: Young Leaders Award	Year 9 and 10: Choice of activities
Year 10: CCF	Year 11: CCF
Year 11, 12 & 13: Choice of activities	Year 12 & 13: Gladstone Society* and choice of activities

Possible Carousel of activities for Years 7 & 8 on Tuesdays:

Year 7	Year 8
Stomp	Dance Rock Challenge
Street Art Design	Middle School newspaper
Etiquette	Managing Personal Finance
Food for healthy living	Spelling Bee
Creative building Lego style	Mysteries of the Past
Greek Mosaics	Debating

Suggested Sports and other activities for Tuesday and Thursday Choice option:

Sport	Rugby, Football, Cricket, Hockey
	Netball, Rounders, Cricket, Badminton
	Cross Country, Athletics, Pop Lacrosse & Lacrosse, Ultimate Frisbee, Handball, Yoga, Fitness suite, Trampolining, Running, Racketball
Arts	Theatre Technical Crew, Battle of the Bands, Photography, Textile design, Music technology, Art Society, Paint on Canvas, Fashion and Accessory Design, Drama Theatre
Cultural	Debating, Journalism, Chess & board games, Politics Watch and Current Affairs, Charity Events and Organisation, Classic Film, Radio Station, Classical Society, Sixth Form Newspaper, Maths Leaders Award
Enterprise	Young Enterprise
STEM	Web design and coding, Chemical explosions! Dissection, Python Programming for Beginners, Extreme Science
Skills	Preparing food for university, gardening, Driving Test Theory, Managing Finance

* Gladstone Society:

Sixth Form leaders and potential leaders will be invited to participate in training to become members of the Gladstone Society, a body from which prefects and house leaders will be selected. They will pursue a Level 3 award in leadership and management from the Institute of Leadership and Management.

Appendix B: Example of Prep School Activities Programme

Suggested Activities:

Tuesday LC	Thursday LC
Chess Hockey (Rounders in summer term) Football (Cricket in summer term) Athletics (in summer term) Card making Junior Bridge Computing Table Tennis Play rehearsal Life Skills	Computing Netball (Rounders in summer term) Tag Rugby (Cricket in summer term) Athletics (in summer term) Art Cake making Nature club Maths Games First Aid

Appendix C: Community and Leadership

Senior School Houses

In 2017, there will be six houses, with the addition of School House. In 2017, there will be six houses with pupils in Year 7, 8 and 12 divided into Brook's, Butler's, Howard's, Howson's, School and Selwyn's. Other year groups will have five houses.

In the 2017-2018 academic year, and in anticipation of growth in numbers and the additional space which will become available on campus, we will plan a pastoral organizational structure for the senior phase which meets the needs of pupils and uses the campus efficiently and effectively. This planning for this organization will have as its primary goal supporting and inspiring pupils to develop their PPC learning profile while excelling in all elements of the School of Character

House Competitions:

There will be a House competition each half term overseen by Mrs Cassidy. These will take place in House Week.

House competitions are held once every half term over one week during the Activities Programme sessions and during the games period. There will be an element of sporting/non-sporting events that will be available for all students.

Example of the types of competitions are detailed below:

- Touch Rugby
- Art Competition
- House Shout
- House Run
- Talent Show
- Ultimate Frisbee
- Science Competition
- Design Technology Competition
- Sports Day

Appendix D – School Day 2017-18

The New Timetable (pages 14-17):

- Conforms to proven best practice locally and nationally.
- Increases contact time for Maths and English across the College, whilst preserving contacts for all other subject areas.
- Reflects best practice research indicating the most effective length of lesson and the most effective time for academic teaching and learning in the school day.
- Allows all pupils and staff to participate in the entire programme of learning with character: PSHE, sports and activities, providing fair access and fair opportunities to all pupils and staff.
- Provides time and opportunity for intervention with pupils.
- Allows the choir and other musical groups to rehearse.
- Expands opportunities for outside speakers and partnerships to deliver LC and games by providing a specific defined time each week.
- Makes effective use of teaching and sport facilities and of the catering capacity of the school.
- Is sustainable and efficient for pupils and teachers.
- Provides time for the professional development of teachers across the College allowing us to improve teaching and learning and focus on areas identified as requiring improvement by bringing the staff together.
- Gives Sixth Formers opportunities to explore extended work experience and community service opportunities.
- Eases traffic congestion and safety issues on the roads around the campus through staggered starts and finishes.
- The provision of catering in the new building will allow Pre Prep pupils to eat lunch in this facility thereby releasing space in the main dining hall for an earlier lunch for senior school pupils from 2018, if desirable.
- Allows scheduled **school buses to leave at 16.25 (Monday-Thursday) and 15.30 on a Friday**. Pupils who use the bus may participate in after school clubs in Prep School or go to the Library in Senior School if they are not involved in activities or intervention at no additional cost.

The School Year (page 18):

The calendar for 2017-18 includes 7 more teaching days for pupils and 5 more staff days compared to this year. This is necessary to:

- provide twilight INSET sessions at strategic points in the term which will begin at lunch 13.00 and include dismissal of pupils rather than full INSET days. The scheduled dates for these INSET sessions in 2017-18 are: **November 8 2017, January 24 2018 and April 18 2018.**

- strike the right balance between holidays, break, and term time to enable vulnerable and weaker pupils to make more progress and **all** pupils to retain and develop their learning.
- respond to the disappearance of public examinations in all but Year 11 and 13, and to ensure all possible weeks are used to help pupils make progress.
- provide for increased contact in English and maths whilst maintaining contacts in other subjects.

Senior Phase Timetable 2017-18

08.00 – school gates open

Monday	Tuesday	Wednesday	Thursday	Friday
Registration 8.25-8.30	Registration 8.25-8.30	Registration 8.25-8.30	Registration 8.25-8.30	Registration 8.25-8.30
Lesson 1 8.30-9.30	Lesson 1 8.30-9.30	Lesson 1 8.30-9.30	Lesson 1 8.30-9.30	Lesson 1 8.30-9.30
<i>movement</i>	<i>movement</i>	<i>movement</i>	<i>movement</i>	<i>movement</i>
Lesson 2 9.35-10.35	Lesson 2 9.35-10.35	Lesson 2 9.35-10.35	Lesson 2 9.35-10.35	Lesson 2 9.35-10.35
Break 10.35-10.55	Break 10.35-10.55	Break 10.35-10.55	Break 10.35-10.55	Break 10.35-10.55
Lesson 3 10.55-11.55	Lesson 3 10.55-11.55	Lesson 3 10.55-11.55	Lesson 3 10.55-11.55	Lesson 3 10.55-11.55
<i>movement</i>	<i>movement</i>	<i>movement</i>	<i>movement</i>	<i>movement</i>
Lesson 4 12.00-13.00	Lesson 4 12.00-13.00	Lesson 4 12.00-13.00 <i>LC bi-weekly</i> <i>Y9 CCF bi-weekly</i>	Lesson 4 12.00-13.00	Lesson 4 12.00-13.00
Lunch 13.00-13.45	Lunch 13.00-13.45	Lunch 13.00-13.45	Lunch 13.00-13.45	Lunch 13.00-13.45
LC 13.45-14.10 <i>Assemblies, Choir, Intervention</i>	LC 13.45-14.10 <i>Chapel, Intervention, Numeracy, Literacy</i>	LC 13.45-14.10 <i>House Assembly, Year Assembly, Music rehearsal, Intervention, Form Time</i>	LC 13.45-14.10 <i>Chapel, Intervention, Numeracy, Literacy</i>	LC 13.45-14.10 <i>Chapel, Music rehearsal, Intervention, Numeracy, Literacy</i>
<i>movement</i>	<i>movement</i>	<i>movement</i>	<i>movement</i>	<i>movement</i>
Lesson 5 14.15-15.15 (Y10 Games)	Lesson 5 14.15-15.15 (Y8 Games Y9 CCF bi-weekly)	Lesson 5 14.15-15.15 (Y11 Games Y12/13 Games, Community Service, Internships)	Lesson 5 14.15-15.15 (Y9 Games)	Lesson 5 14.15-15.15 (Y7 Games)
<i>Detention</i> Optional <i>Orchestra Drama Intervention CCF and Shooting Club 8/9 Homework Clubs Sport Practices</i>	<i>movement</i> LC 15.20-16.15 <i>Rotation Y7 8 9 Young Leaders Y9 CCF Y10 Choice Y11 12 13</i>	Staff CPD	<i>Detention</i> Optional <i>Drama Intervention Sports Clubs Homework Clubs</i>	<i>movement</i> LC 15.20-16.15 <i>Rotation Y12 13 CCF Y11 Choice Y7 8 9 10</i>
				<i>Detention</i> Optional <i>Cricket Nets</i>

School buses to leave at **16.25 (Monday-Thursday)** and **15.30 on a Friday**

Primary Phase Timetables 2017-18

Pre Prep

08.15 – school gates open for drop-off in playground

Monday	Tuesday	Wednesday	Thursday	Friday
Registration Phonics/SPAG 8.45-9.25	Registration Phonics/SPAG 8.45-9.25	Registration Phonics/SPAG 8.45-9.25	Registration Phonics/SPAG 8.45-9.25	Registration Phonics/SPAG 8.45-9.25
Lesson 1 9.25-10.25				
Break 10.25-10.40	Break 10.25-10.40	Break 10.25-10.40	Break 10.25-10.40	Break 10.25-10.40
Lesson 2 10.40-11.40				
Guided Reading 11.40-12.00				
Lunch 12.00-13.15 <i>Intervention</i>	Lunch 12.00-13.15 <i>Intervention</i>	Lunch 12.00-13.15 <i>Intervention</i>	Lunch 12.00-13.15 <i>Intervention</i>	Lunch 12.00-13.15 <i>Intervention</i>
Lesson 3a 13.15- 13.45				
Lesson3b 13.45-14.15	Lesson3b 13.45-14.15	Lesson3b 13.45-14.15	Lesson3b 13.45-14.15	Lesson3b 13.45-14.15
Lesson 4a 14.15-14.45				
Lesson 4b 14.45-15.15				
Plenary 15.15-15.25	Plenary 15.15-15.25	Plenary 15.15-15.25	Plenary 15.15-15.25	Plenary 15.15-15.25

Preparatory School

08.15 – school gates open for drop-off

Monday	Tuesday	Wednesday	Thursday	Friday
Registration 8.40-9.10 <i>Intervention</i>	Registration 8.40-9.10 <i>Intervention</i>	Registration and PSHE week A RS week B 8.40-9.25	Registration 8.40-9.10 <i>Intervention</i>	Registration 8.40-9.10 <i>Intervention</i>
Basic Numeracy 9.10-9.25	Basic Numeracy 9.10-9.25		Basic Numeracy 9.10-9.25	Basic Numeracy 9.10-9.25
Lesson 1 9.25-10.25	Lesson 1 9.25-10.25	Lesson 1 9.25-10.25	Lesson 1 9.25-10.25	Lesson 1 9.25-10.25
Break 10.25-10.40	Break 10.25-10.40	Break 10.25-10.40	Break 10.25-10.40	Break 10.25-10.40
Lesson 2 10.40 – 11.40	Lesson 2 10.40 – 11.40	Lesson 2 10.40 – 11.40	Lesson 2 10.40 – 11.40	Lesson 2 10.40 – 11.40
Guided Read 11.40-12.00	Guided Read 11.40-12.00	Guided Read 11.40-12.00	Guided Read 11.40-12.00	Guided Read 11.40-12.00
Lunch 12.00-13.00	Lunch 12.00-13.00	Lunch 12.00-13.00	Lunch 12.00-13.00	Lunch 12.00-13.00
Lesson 3 13.00-14.00	Lesson 3 13.00-14.00	Lesson 3 13.00-14.00	Lesson 3 13.00-14.00	Lesson 3 13.00-14.00
Break 14.00-14.10	Break 14.00-14.10	Break 14.00-14.10	Break 14.00-14.10	Break 14.00-14.10
Lesson 4 14.10-15.10	Lesson 4 14.10-15.10	Lesson 4 14.10-15.10	Lesson 4 14.10-15.10	Lesson 4 14.10-15.10
Registration 15.10-15.15	LC 15.10-15.50	Registration 15.10-15.15	LC 15.10-15.50	Registration 15.10-15.15
Optional Activities		Staff CPD		Optional Activities

School buses to leave at **16.25 (Monday-Thursday)** and **15.30 on a Friday**

Suggested Optional After School Activities:

Monday 15.20-16.20pm	Tuesday 16.00-17.00	Wednesday 15.20-16.20pm	Thursday 16.00-17.00	Friday 15.15-16.45pm
Orchestra *Futsal *Art	*Hockey *Judo	Choir *Multi sports	*Pop Lacrosse *Mad Science	*Drama

* Charged activity

Prep School After School/Homework Club:

Monday, Wednesday and Friday	Registration/Refreshments/Activity	15.20-16.00	Computing/Reading
Monday - Friday	Homework Club	16.00-17.00	Library/classroom
	After School Care	17.00-17.30	Library

Term Dates 2017-18

Michaelmas Term 2017

*(INSET Thursday 31 August
Friday 1 September – inc Y7 & 12 induction afternoon)*

Term Begins: Monday 4 September

Half Term: Monday 23 October to Tuesday 31 October

Term Ends: Friday 15 December

Lent Term 2018

Term Begins: Wednesday 3 January

Half Term: Monday 12 February to Friday 16 February

Term Ends: Friday 23 March

Good Friday: 30 March

Easter Sunday: 1 April

Summer Term 2018

Term Begins: Monday 9 April

May Day (Bank Holiday): Monday 7 May

Half Term: Monday 28 May to Friday 1 June

Term Ends: Wednesday 11 July



Liverpool College

Home-School Agreement

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Schools of Character focus their energy and resources on the maximum development of character by specifically and systematically and measurably actualising the intellectual, moral, spiritual, artistic, leadership, and physical potential of their pupils.

Specifically, a **School of Character** centres and focuses its resources, human and material, to:

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- ❖ Deliver a systematic and articulated programme and curriculum of **social and moral education** to all its pupils in every year group.
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- ❖ Deliver a systematic and articulated programme and curriculum of **physical activities and competitive sports** which measurably improves the wellbeing of pupils.
- ❖ Provide a framework and programme of **community service and school service** as central to the purpose of the school, the leadership of teachers and the learning of pupils.
- ❖ Actively promote and develop **teachers as learners and leaders** in the formation of character of the whole child.
- ❖ Demand and build systematic **involvement of parents and carers** in the holistic education of pupils.
- ❖ Promote the school as a **community of relationships** which exists to form the character as well as the intellect.

Our pupils are learning with Purpose, Passion and Challenge:

Purpose

We reflect deeply on our experience of the world and our place in it.

We consider the meaning and the purpose behind our experiences and our plans, and reflect upon them.

We make consistent progress towards clear and ambitious goals.

We can visualise and plan our future, our ambitions, and our opportunities. We understand clearly how our actions and learning today will impact that future.

We understand and accept our responsibilities to others.

We respect others and show concern and compassion for those who need us. We serve our school and community. We strive to improve the lives of others and in the world around us.

Passion

We learn independently and enthusiastically

We nurture our curiosity. Our love of learning enables us to pursue inquiry and research on our own or with others. Our zeal for learning means we learn enthusiastically and eagerly in and out of the classroom.

We create and innovate

We dare to do new things in new ways, taking considered risks, and accepting the possibility of failure. We understand our own interests, our strengths and weaknesses and are developing new interests and embracing new ideas.

Challenge

We improve our knowledge, skills and character through determination and application.

We tackle things which are difficult in and out of the classroom, and understand how that difficulty promotes our learning and improves our resilience and character

We are resilient and determined when we meet challenges.

We stick to our tasks, persevere, and overcome challenges. Setbacks do not deter us.

As a parent, I support this ambitious mission and programme and I will:

Attendance

- ✓ Make sure that my son or daughter attends school every day unless ill, and arrives in uniform punctually in time for registration with all the necessary equipment.
- ✓ Engage positively and constructively with the school's attendance officer if required
- ✓ Allow and facilitate my child to attend intervention sessions organized to support his or her learning, including sessions which are held outside school hours.
- ✓ Support my child in participating in extra-curricular activities and to support the extra-curricular activities of the school including accepting the disciplinary consequences when my child does not fulfill their obligation to represent the school when selected.
- ✓ Make sure my child attends all the mandatory practice sessions, including after school, if he or she is a member of a school team and attends all weekend fixtures when selected to represent the College.
- ✓ Support major school events by ensuring my son or daughter attends Founders' Day, Speech Night and the Carol Service as applicable, and attending myself if feasible.

School readiness and behaviour

- ✓ Make sure my child completes all his or her homework and coursework assignments on time and is equipped for school.
- ✓ Ensure my child abides by the standards of grooming and personal appearance expected at Liverpool College as expressed in the uniform policy.
- ✓ Abide by all the school policies, including the Code of Conduct, Uniform Policy and Behaviour Policy.
- ✓ Support all of the disciplinary measures used across each phase of the school.
- ✓ Support the school's efforts to ensure pupils eat healthy meals in an orderly manner.

Parent Involvement

- ✓ Attend parent-teacher meetings and any other meetings that are arranged to discuss my child's progress.
- ✓ Abide by all traffic and parking regulations in and around the school site.
- ✓ Respond promptly to requests for information/consent sent home with my child.
- ✓ Notify the school if there is any change in my child's medical condition or needs and observe the regulations concerning the conditions under which children may bring medicines into school.
- ✓ Check the Parent Portal regularly and make sure my address, email address and telephone numbers, emergency contact details and any medical information is accurate.