



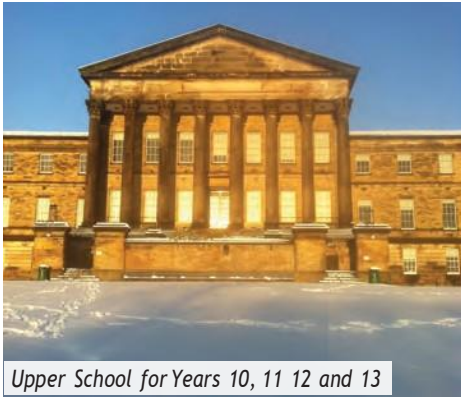
KING EDWARD VII SCHOOL

PROSPECTUS

Message from the Headteacher



Lower School for Years 7, 8 and 9



Upper School for Years 10, 11, 12 and 13



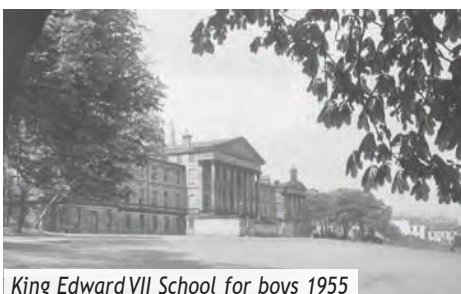
The STEM Centre at Upper School



Wesley College 1875



King Edward VII School 1932



King Edward VII School for boys 1955

Welcome to King Edward's.

King Edward VII School is one of the most prestigious 11-18 comprehensive schools in the City of Sheffield. It is a School that is steeped in history that dates back to 1604.

Those who attend the School as eager, aspirational learners and those who work in the School as part of the staffing body including governors are tremendously proud of our unique learning environment and history.

King Edward VII School is a confident, ambitious learning community where a culture of high expectations exists for students, staff and governors. Although we have seven main feeder schools, young learners join us from across the City of Sheffield as a direct result of parental preference. King Edward VII School has a large and very successful Sixth Form. The School is incredibly diverse and this is something that we value and see as a unique strength in that young people experience, first hand, a special, harmonious learning community that acknowledges differences, enhances tolerance and prepares them well for life in a global world that is becoming increasingly challenging.

We provide high quality teaching, learning and assessment to ensure that all students have access to the same demanding opportunities, and support, to help them to succeed in the School regardless of their different starting points.

Parents, carers and families are the most important influences on the lives of young people and when working in partnership with the School our students excel, thrive and achieve highly. We strive to have excellent working relationships between home and School and our Parental Engagement Partnership helps us to do this. We welcome the active involvement of parents in the life of the School because this promotes a positive learning community for each young person and creates a sense of belonging.

King Edward VII School is outward looking, community centred and has excellent partnerships and links with many external organisations and stakeholders. It is a School that is calm and purposeful where young people feel safe and happy. It is a School that aims to provide the very best for all learners in an enthusiastic and focused way.

Please do not hesitate to contact the School should you require further information.

*Yours sincerely
Linda Gooden, Headteacher*

“ Thank you for giving our children so many opportunities to thrive and develop at King Edward VII School ”
Parents of two students



We create, at King Edward VII School, the excitement of a learning community in which each individual strives for excellence and is enabled to achieve personal fulfilment in a safe and happy environment.



Education is life-long and for life; our students are entitled to an education which prepares them fully for adulthood - in the place of work or study, at home and as participating citizens in a democratic society. We therefore recognise the importance of self-confidence, self-discipline, responsibility and tolerance and we actively promote these positive qualities and attributes.

The School community

King Edward VII School is a thriving comprehensive School with 1755 students on roll, including 590 in the Sixth Form (September 2023). The School educates girls and boys of all abilities and backgrounds and has an enviable reputation as a successful, high-achieving, inclusive, happy and caring School.

The School is divided into three sections:

- Years 7-9 Lower School
- Years 10-11 Upper School
- Post-16 - Years 12-14 Sixth Form.

The School is non-denominational. We welcome many creeds and races into our School; currently more than twenty languages are spoken at home by our students. We believe that this diversity is a special source of strength and richness in a harmonious and happy School.

The School has a very full programme of visits, field trips, residential courses, clubs, sports, plays, concerts, overseas links and involvement with the local community. There are many opportunities for students to develop their potential to the full.

The main feeder schools to King Edward VII School are:

- Hallam Primary School
- Lydgate Junior School
- Nether Green Junior School
- St Mary’s CE Primary School
- Sharrow Junior School
- Walkley Primary School
- Westways Primary School

“ Pupils demonstrate positive attitudes towards their learning. ”
OFSTED



Two schools in one, a unique advantage

It is not always easy to move to a large secondary school after the close-knit, family atmosphere of a junior school. Students of eleven sometimes find the transfer to a large, single-site secondary school a rather difficult experience. They rub shoulders with students much older than themselves, students who are more mature, expect a different routine and rules, and expect to occupy themselves in a very different way at breaktimes, lunchtimes and after school.

Our split site enables us to offer environments which are appropriate to younger and older age groups. Our younger students start in a school which is only a third of the size it would be on a single site. Teachers get to know them quickly; they do not feel anonymous parts of a large school and they are not inhibited by the presence of much older children. Rules and expectations are appropriate for the age group.

Similarly, when students transfer to the Upper School, they welcome the different, more adult atmosphere and the greater degree of freedom that can be given. We have a slightly different set of requirements, more appropriate for older students continuing their education up to nineteen.

However, King Edward VII School is one School and although it has two sites, it has one staff. The teachers work in both parts of the School and already know the students well when they move to Upper School. In this way, we can provide continuity of care as well as a style, tailor-made to the age group. We feel that this is a real and important advantage at our School and one which serves the real needs of students of different ages.



“ My daughter has made life-time friends and found a great confidence. Her teachers have been demanding, patient and amazing - pushing her to higher limits than she thought she could ever achieve. ”

Parent of Sixth Form student

“ Leaders have developed an ambitious curriculum.”
OFSTED



Links with the community

Our School has long and deep links with the City of Sheffield and former students of the School have distinguished themselves in many walks of life, locally and nationally.

Our links take many forms: on one level, students put their talents and enthusiasm to use by doing voluntary work – some of which is part of the Duke of Edinburgh Award Scheme. Many students also take part in charitable initiatives both in and outside School.

On another level, we seek to incorporate the local community into our curriculum work, so that students come to appreciate and know the diversity of their city. Local environmental, social, artistic or historical studies are complemented by our involvement with local industry and business, art galleries, museums and South Yorkshire Police.

Links with Sheffield University and Sheffield Hallam University increase every year and range from student mentoring to teaching on various courses.

We also value contacts with many ethnic minority communities of Sheffield, in particular, our links with the African-Caribbean, Chinese, Pakistani, Bengali, Yemeni and Somali communities and with the international students associated with Sheffield's universities.

Our students come from many cultures and faiths; we actively pursue links which help us to reflect this in our work.

The School is committed to looking out into the community and finding partners locally, nationally and internationally.



Our curriculum

In years 7-9, as well as the core subjects of English, Science and Mathematics, all students also study Design and Technology, History, Geography, Music, Art, Physical Education and a Foreign Language. Religious Education is a compulsory requirement and Sex Education and Citizenship must also be taught. Some lessons in Year 9 will take place at Upper School.

At Key Stage 4 (Years 10 and 11) students have a broad choice of GCSE subjects. English, Mathematics and Science remain compulsory subjects. To safeguard our vision of a broadly-based curriculum for all students we include a Humanities subject and a Foreign Language for all students up to 16 as full GCSE subjects. Physical Education and Religious Education are also studied by all.

There is, in addition, a wide range of optional GCSE subjects, including Art, Music, Drama, Physical Education, second Foreign Languages, Computing, Engineering, Design and Technology and Health and Social Care. We also offer an independent learning programme to support skills development for some students.

Sixth Form

The Sixth Form enables students of all abilities to make the successful transition from GCSE to A Levels/Level 3 study. There are excellent progression routes; Oxford, Cambridge and Russell Group Universities. The School has a well-stocked library as well as an Independent Learning Centre just for Post-16 students. The high quality learning environment of the original 1857 building was enhanced by the addition of a well-equipped new science and technology centre.

The Sixth Form is very popular and oversubscribed and with 590 students is one of the largest school sixth forms in the country. This allows us to offer a wide range of courses including several Level 3 BTECs as well as three languages at A Level. We can also be more flexible with course combinations and students can take both BTECs and A Levels.

The teaching staff have a wealth of experience and knowledge and the School has the structures in place to monitor and support students throughout their time with us. In some cases a third year of study can be provided to allow for successful progression. The development of skills and experiences to underpin academic achievement, be it through volunteering, work experience or being a School ambassador, enables students to develop and mature as young adults.

The atmosphere of the Sixth Form is both aspirational and supportive. Students and teachers work in partnership to succeed.

Extra-curricular opportunities

There are a vast range of activities at King Edward VII School that students can experience as well as opportunities to see dozens of different countries as part of exchanges, study visits or expeditions.



Geography study visit to Iceland



Duke of Edinburgh Gold Expedition to Scotland



German Language study visit to Berlin



French Language study visit to Paris

School history

Wesley College for boys	1837
King Edward VII School for boys	1905
King Edward VII Comprehensive School for boys and girls	1969



School Football team 1938-39



1940s Woodwork - now the Library



Trip to Switzerland 1952



School relay team 1975



Study trip to Chester 1959

"Our daughter has received amazing support from staff."

Key Stage 3 Parents

School and parents working together

Parents are one of the most important factors in the education of a student and we see an active partnership between home and School as essential. As a parent, you will know your child better than a school ever can and you are in a position to help and support throughout the years at school. Very often, however, parents feel it is not so easy to be involved once the child has started secondary school. Schools today are more open and are more ready to recognise the valuable part parents play, so you will find that King Edward VII School will always welcome your involvement and interest.

We hope that if ever a difficulty arises, you will feel at ease to approach the School directly. In the first instance, you are most likely to make contact with the form tutors, or the Key Stage Leader or pastoral manager but of course senior staff will also be very ready to be of assistance.

There is a published calendar of events at the School to which parents are always welcome. There is also a regular schedule of Parents' Consultation Evenings to discuss the progress of each Individual student.

Parents of prospective students are very welcome to visit the School to see us at work or to discuss particular issues before deciding to send their son or daughter to us.

King Edward VII Upper School

Glossop Road Sheffield

S10 2PW

0114 266 2518

King Edward VII Lower School

Darwin Lane Sheffield

S10 5RG

0114 268 2477



www.kes.sheffield.sch.uk



twitter.com/KESSheffield



facebook.com/KESSheffield



'Staff have high expectations of pupils' behaviour and conduct.' Ofsted 2023

'Pupils' personal development is prioritised by leaders. Leaders encourage pupils, including sixth form students, to develop independence and resilience, for example through the Duke of Edinburgh's Award.' Ofsted 2023



'Pupils' attendance is high and they demonstrate positive attitudes towards their learning.' Ofsted 2023

'Teachers have strong subject knowledge.'

Ofsted 2023



King Edward VII School

Remains:

1. Outstanding

2. Good ✓

3. Requires improvement

4. Inadequate

Overall effectiveness

✓ Good

Leadership and management

✓ Good

The quality of education

✓ Good

Behaviour and attitudes

✓ Good

Personal development

✓ Good

Sixth Form provision

✓ Good

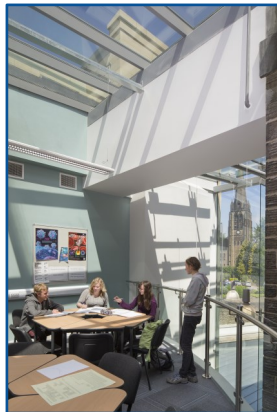
OFSTED 2023



'Pupils and students benefit from a challenging curriculum that prepares them well for the next stages of education, employment and training.' Ofsted 2023



'Leaders have developed an ambitious curriculum'.
Ofsted 2023



'The curriculum is enriched by a wide range of additional activities, including trips and visits from theatre companies and other organisations. The school continues to have a rich extra-curricular offer.' Ofsted 2023





King Edward VII School

GENERAL INFORMATION

**For students joining the School in
September 2024**

Aims and Values

Vision Statement

At King Edward VII School we create the excitement of a learning community in which each individual strives for excellence and is enabled to achieve personal fulfilment.

We value and promote:

- The equal worth of each individual member of our School community
- Learning and achievement
- The pursuit of excellence
- The acquisition of skills, knowledge and understanding
- The cultural heritage of each individual and the rich diversity within our School community
- The personal qualities of self-esteem, self-confidence, self-discipline and tolerance
- A partnership with the wider community outside the School
- Care and respect for people and the environment
- International awareness and partnerships

For our students we:

- Promote a shared understanding of the values of the School
- Provide a balanced and broadly based curriculum which promotes their spiritual, moral, social and cultural development
- Promote their mental, physical and emotional well being
- Prepare them for the many opportunities that are available to them alongside the responsibilities and experiences of adult life, including the world of work and their role as citizens in a democratic society
- Enable them to reach their full potential
- Provide a curriculum which is open and accessible to all students
- Develop a learning culture within which students experience the enjoyment of learning and the motivation that such enjoyment encourages
- Ensure equality of opportunity to all students
- Value and celebrate the positive attitudes and diverse achievements of all students
- Create an environment which ensures that students develop self-management and responsibility
- Provide a healthy and safe working environment

Joining King Edward VII School

Education is a continuous process and so we work closely with our colleagues in primary and junior schools to make sure that the arrangements for transfer run smoothly and that students settle rapidly into their new School. The Year 5 and Year 6 Open Evening will be on Tuesday 26 September 2023 from 6.00pm to 8.00pm and will take place on the Upper School site on Glossop Road. It will provide prospective students, parents and carers with important information and a dynamic introduction to the School.

Alongside the curriculum contacts, we believe that it is vital that the transition to the secondary stage of education is socially as smooth as possible and the role of our pastoral team is vital in providing a secure base for every child. Our teachers and support staff visit primary and junior schools and great effort is made to remove any worries students may have before they join us. A dedicated transition team will be engaged in preparing transfer arrangements for September 2024. A carefully prepared induction programme is organised in July for all new entrants, when they have a chance to become familiar with the School and follow a full day's timetable covering a variety of subjects.

Students also join the School at various times of the year and into years higher up the School. We are equally determined to make sure that these entrants receive proper support and care. The Local Authority is responsible for deciding who is allocated a place.

The number of places available in Year 7 for September 2024 is 230. This is known as the Pupil Admission Number. Parental requests for places once again far exceeded this number for September 2023. Places were allocated to all catchment and sibling students and all feeder primary category applications. At the end of the normal allocation process, students who were not allocated a place were put onto a waiting list operated by the Local Authority. It is expected the School will again be over-subscribed for September 2024.

Parents who live outside the catchment area, and who wish their child to attend King Edward VII School, should contact the Local Authority. The address is:

Admissions Section Children and Young People's Directorate
Floor 5 Moorfoot
Sheffield S1 4PL
Telephone 0114 273 5766
Email: ed-admissions@sheffield.gov.uk

Many students from throughout the city transfer into King Edward VII School after GCSE to study for GCE Advanced Level or vocational courses at Advanced Level. In the first instance, any student thinking of joining the School at the age of 16 should contact Mr Simon Cooke, Assistant Headteacher and Head of the Sixth Form. A separate and detailed booklet on Post 16 Education is available from the School on request.

If you require any assistance or further information, or simply wish to discuss your child's needs, please do not hesitate to contact the Headteacher, Ms Gooden.

KING EDWARD VII SCHOOL

Governors of the School

Mr Dickson	Chair of the Governing Board
Mrs K Williamson	Vice Chair of the Governing Board
Ms L Gooden	Headteacher
Miss C Allison	Support staff
Mrs S Bailey	
Mr B Khan	
Mrs P Hussain	
Dr R Malik	
Ms E Wilkinson	
Mrs E Titterington-Giles	
Mr M Williams	Teacher

Observers:

Mr H Parker	Deputy Head
Mrs D Ellerby	Business Manager

Clerk to the Governing Body: Ms J Jackson

The Staff

Headteacher: Ms L Gooden

Deputy Headteacher: Mr H Parker

Business Manager: Mrs D Ellerby

Assistant Headteachers: Mr R Gardiner (Key Stage 3)
Mrs L Warde (Key Stage 4)
Mr S Cooke (Key Stage 5)
Ms C Jackson (Inclusion)
Mr S Hovers (Timetable and Staffing)
Mr M Harland (Teaching and Learning)
Mrs N Glossop (Continued Professional Development)

Curriculum Leaders	Art, Photography,	
	Design and Technology	Mrs C Creasy
	Business and Economics	Mr J Gibb
	Careers Guidance	Mr S Fingleton
	Computer Science	Mr D Kavanagh
	Drama	Ms S Oates
	English	Mr M Williams
	Geography	Mrs M Kacsprzak
	Health and Social Care	Mrs M Allison
	History and Politics	Mrs S Davis
	Languages	Ms M Mateo-Polo
	Languages Development	Mrs E Lamb

Learning Support	Mrs A Murray (SENCO)
Mathematics	Mr D Heller
Music	Mr M Doubleday
PSHE	Ms M Kemp
Physical Education	Mr G Paish Plunkett
Psychology	Mrs E Hall
Religious Education	Mrs V Muscroft
Sciences	Mr Baker and Mrs Tyler
• Biology	Mrs C Tyler
• Chemistry	Mr JP Ward
• Physics	Mr A Baker
Sociology	Mr M Spears
Urdu	Mrs I Hameed

Current Key Stage Leaders and Pastoral Managers (2023/2024)

Key Stage 3 Leader (Year 7, Year 8 and Year 9)	Mrs K Proost
Key Stage 3 Pastoral Managers	
Year 7	Mrs F Hulley
Year 8	Miss B Haywood
Year 9	Mr A Chatterton
Pastoral Manager Behaviour	Mr A Davison/Mr J Creasy/ Mr P Jackson
Key Stage 4 Leader (Year 10 and Year 11)	Mr J Kennedy
Key Stage 4 Pastoral Managers	
Year 10	Mrs R Sadiq
Year 11	Miss J Sale
Key Stage 5 (Post 16) Leaders	
Year 12	Mr S Cooke (Assistant Headteacher/ Head of the Sixth Form) Mr A White (Raising Achievement Leader)
Year 13	Dr J Hanson (Raising Achievement Leader)
Post 16 Pastoral Manager	Miss S Foster and Miss M Wragg
SENCO	Ms A Murray
Exams Manager	Mrs H Neill
Librarians	Miss D Harper (Upper School) and Mrs S Asquith-Richardson (Lower School)
Office Manager	Ms J Jackson, (Upper School) and Ms C Robinson (Lower School)
PA to the Headteacher	Ms J Jackson

The term dates for the 2024/2025 academic year are as follows

Autumn Half Term 1

- Term starts: Monday 2 September until Friday 25 October 2024
- Half term holiday: Monday 28 October until Friday 1 November 2024

Autumn Half Term 2

- Term starts: Monday 4 November until Friday 20 December 2024
- Christmas holiday: Monday 23 December until Friday 3 January 2025

Spring Half Term 1

- Term starts: Monday 6 January until Friday 14 February 2025
- Half term holiday: Monday 17 February until Friday 21 February 2025

Spring Half Term 2

- Term starts: Monday 24 February until Thursday 28 March 2025
- Easter holiday: Monday 31 March until Friday 11 April 2025

Summer Half Term 1

- Term starts: Monday 14 April until Friday 23 May 2025
- Spring Bank holiday: Monday 26 May until Friday 30 May 2025

Summer Half Term 2

- Term starts Monday 2 June until Tuesday 23 July 2025

Training days

The School will be closed to students on five days during the School year which will be communicated at a later date.

Daily year 7 schedule

8.50am – 10.00am	Lesson 1	70 minutes
10.00am – 10.15am	Morning Break	15 minutes
10.20am – 11.20am	Lesson 2	60 minutes
11.20am – 12.00pm	Lunch Break	40 minutes
12.05pm – 1.00pm	Lesson 3	55 minutes
1.00pm – 1.55pm	Lesson 4	55 minutes
1.55pm – 2.40pm	Lesson 5	45 minutes

Attendance

The School maintains a rigorous stance on the importance of high attendance levels and any absence is monitored closely - electronic registration takes place for every lesson throughout the day.

There is a very strong connection between a good attendance record and success at School. Key Stage Leaders work closely with parents, carers and students. It is the parents/carers legal responsibility to ensure their child attends school.

Parents can help by:

- Ensuring their child attends School, on time, each day
- Providing detailed information to explain absences and communicating with School this information
- Avoid arranging family holidays or appointments during term time
- Actively encouraging their son or daughter to achieve an excellent attendance record (100% during the year)
- Contacting the School if there are any concerns regarding attendance
- Providing evidence of medical appointments
- Promoting the correlation between excellent attendance and achievement

Leave of absence during term time is only granted in exceptional circumstances. All leave of absence requests must be submitted to the School.

Fines may be issued by the Local Authority for students who are absent frequently or who take unauthorised leave. The School works closely with the Local Authority's Attendance and Inclusion team to place additional monitoring and support for families.

Year Groups

In line with progression throughout primary to secondary schooling, the nationally standardised system of naming year groups is used.

Age	Year	Key Stage 3	Based at Lower School
11-12	Y7	Key Stage 3 Curriculum	
12-13	Y8		
13-14	Y9		
		Key Stage 4	Based at Upper School
14-15	Y10	GCSE and other accredited courses at Level 1 and Level 2	
15-16	Y11		
		Sixth Form	Based at Upper School
16-17	Y12	A Levels Level 3 BTECs	
17-18	Y13	A Levels Level 3 BTECs	

Student Groups: Organisation for Lessons

The basic unit of organisation is the form or tutor group. There are eight forms in each of Years 7 to 11. In the Sixth Form students are organised in subject based forms of Year 12s and Year 13s. Form groups meet regularly through the year in full period sessions.

Tutor groups are created in Year 7, the intake year, to guarantee a genuine mix of students. We contact our feeder schools for information about friendship groupings so that our new students can look forward to being with established friends as well as making new ones. This provides for stability and a sense of identity at the time of transfer. Students are taught in these forms for most subjects in Year 7 and in smaller groups for creative and technology subjects. Students are set by ability during the first term of Year 7 in some subjects.

Many, but not all, curriculum areas prefer to group students according to performance and the ability they show in the subject. This arrangement, known as setting, is very flexible. It is widespread practice in most secondary schools. It means that a student is placed in a set according to the assessments in each individual subject. Thus it is possible, for example, to be in a first set for Science and Mathematics but in a second set for Spanish. The Mathematics and Science Departments group by sets during Year 7 and continue this in Years 8 and 9. These arrangements are kept under close review so that a student can move up or down from time to time depending on how much progress has been made. This pattern continues into Year 10 and Year 11. This is fundamentally different from streaming which takes performance or presumed ability in one or two subjects and uses this performance to make decisions about where to place a student for all subjects.

Lunch Arrangements

At Lower School, students remain on the School premises for the whole day, including lunchtime, unless parents wish them to return home for lunch. At Upper School, it is custom and practice to permit students to leave at lunchtimes as long as they have been given permission from parents at the beginning of Year 10. The Upper School kitchen is run by an in-house catering team.

In both buildings, a wide range of dishes are prepared by the Catering Teams. A cafeteria system operates so that students choose what they want to eat and how much they wish to spend.

We operate a cashless system using ParentPay to electronically pay for meals. Information about how to set up a ParentPay account will be provided.

Vegetarian and Halal meals are always available. The School promotes healthy eating and does not sell chocolates, crisps and sweetened fizzy drinks.

Free School meal entitlements are normally continued from primary School. Further advice is available from the Local Authority but parents/carers should contact the School if any problems arise.

Pastoral Care

Children come to School to learn and achieve highly. A contented and secure child learns effectively and well. In addition to organising lessons, we have to pay attention to the personal needs and well-being of each boy and girl in the School on their journey through adolescence. Providing this support, help and guidance is our way of ensuring that each of our students achieves personal excellence and recognition and makes the most of the many opportunities the School has to offer. Our system of pastoral care aims to make sure that each student enjoys a successful career at School.

From Key Stage 3 to 5, students have the support of a wide network of pastoral support. Each year group has a Pastoral Manager and Key Stage Leader, who focus on the well-being, conduct and attendance of students.

At Lower School and Upper School, there is a rewards system (part of the Consistent Conduct Policy) which aims to acknowledge students for their good effort, attitude, commitment to School or quality of work. Photographic display boards reinforce the message that involvement in the life of the School is a positive, worthwhile experience.

We use Satchel One and Google Classroom/Google Meet to help organise and deliver remote learning and set homework and revision materials.

In addition, there are regular parents' consultation evenings and information evenings at which we report on student progress through online interviews with teaching staff. We aim for one hundred percent attendance from parents. Students should always attend these meetings so that they can take part in discussions about how well they are doing and what they need to do to improve. The dates of these meetings are set out in the calendar for parents which is published at the start of the School year on the School's public website - kes.sheffield.sch.uk.

Consistent Conduct Policy

The School operates a Consistent Conduct Policy which resulted from extensive research and consultation both within and outside the School. The aim of this policy is to ensure that all students clearly understand and always comply with the high expectations placed on them by the School so that they can achieve maximum progress and success in a calm, purposeful learning environment. We expect parents and carers to fully support our expectations and this policy. The main features are summarised below.

The cornerstone of the policy is that students must wear their **ID Badge** and show it to staff whenever asked. These will be provided to students free of charge. We ask parents to ensure that students understand the importance of this and that they do not lose them. Students who forget their ID Badge will be given a temporary replacement badge for the day. If a student loses their ID Badge they will be expected to pay £1.00 for a replacement.

Start of the School day

Students will be allowed to come into School from 8.45am. They will be greeted by designated staff and will have their ID Badge checked. Students should have it ready for inspection at this point.

Starts and ends of lessons

Every student will be required to arrive on time for lessons, be properly equipped (with at least a pen, pencil and ruler) and stand in silence behind their desk, with equipment out on the desk, before being invited to sit down by their teacher to begin the first learning task. Every student must leave the room calmly, at the direction of the teacher.

During lessons

Students will receive an automatic achievement point for meeting expectations during the lesson and may receive further achievement points for positive engagement in lessons. These will be logged automatically by the classroom teacher. When students reach particular levels of conduct points the School applies a variety of recognitions and rewards.

Students who do not comply with expectations will be subject to a three-step system. The first step is a warning and the student's name is written on the board; at the second step (second warning) the student will receive a behaviour point; at the third step the student will be removed from the lesson and will receive two more behaviour points and an automatic detention. Parents will be informed of this by text message.

If a student is removed from a lesson twice in one day they will automatically serve one day in isolation.

Behaviour outside lessons

Students who show particularly good behaviour outside lessons that contributes positively to the School community will be awarded achievement points logged electronically by the member of staff recognising the positive contribution of the student. Students who do not behave acceptably outside lessons will have a behaviour comment recorded. If a student reaches three behaviour comments in a specified period they will receive an automatic day in Isolation.

Defiance

If a student refuses to comply with an instruction from a member of staff they will be given ten seconds to make the right choice. If they still do not comply they will receive an automatic day in isolation.

Mobile phones, headphones and other electronic devices

We understand that parents often want students to have their mobile telephones with them, so they can contact home outside the School day. However, whilst in Lower School they must be switched off and out of sight at all times inside the building. If seen they will be confiscated without warning for collection at the end of the day (first offence, with a text home to inform parents that a second offence will result in collection by parents only). At Upper School students are allowed to use mobile telephones/electronic equipment in social areas at social times. However, if a Key Stage 4 student is seen with a mobile device during lesson times and when moving between lessons it will be confiscated and the same procedure will be applied for the collection of the mobile telephone. Post 16 students are expected to adhere to this rule too when moving between lessons.

Multi Faith School

King Edward VII School is a secular institution but recognises the commitment of individual staff and students to pursue spiritual and religious practice and supports their rights to do so in an atmosphere of mutual tolerance and respect and working with local faith centres.

There is a regular pattern of assemblies for all students which also deal with underlying matters of contemporary life, aim to cement and enhance the collectivity of the School and to bring together students in a reflective community. These assemblies concentrate on the moral and social dimension of life and aim to impart to students not only a sense of belonging to the School but also a sense of its aims and values.

Child Protection and Safeguarding

Schools have a duty of care to report any concerns if a child or young person may be at risk of suffering harm, neglect or abuse. It is a requirement that each School in the country designates a senior member or members of staff to have special responsibility for Child Protection and Safeguarding.

The Safeguarding Leads have been trained in accordance with legislative requirements and deal with all these matters with professionalism and confidentiality. The School Designated Safeguarding Lead is Ms Jackson (Assistant Headteacher Inclusion). The School safeguarding Leads/Deputies are Ms Gooden (Headteacher and whole School Safeguarding), Mrs Warde (Key Stage 4 and Key Stage 5) and Mrs Corker (Key Stage 4 and Keys Stage 5). Additionally, Key Stage Leaders and Pastoral Managers have received advances safeguarding training.

Students and families will be signposted to both internal and external interventions and support as appropriate.

The School has a legal responsibility to collate basic information for a student and to pass this information onto the relevant agencies if requested. In the event of an investigation into possible child abuse, to protect the welfare of a young person, the School has a legal duty to co-operate

with the investigating agencies and to ensure the welfare of the young person. Whilst the School will always attempt to work in partnership with parents and try to ensure that parents are fully informed of and participate in any action concerning their child, if there is a conflict of interest, the welfare of the child must be the paramount consideration.

Should you wish to discuss the issue of Child Protection, please contact the School and ask to speak with Ms Catherine Jackson.

Dress Code

At King Edward VII School, we have no School uniform and we do not generally restrict students' choice of clothes. However, smart, clean, comfortable and practical dress is expected, and students and parents are advised that clothing should always be suitable for the workplace.

School is a place of work and education, and safety is paramount. Students should ensure that they are dressed sensibly and in a way that won't increase the risk of injury to themselves or others.

Shoes worn should consider the large site and amount of walking needed, and the large number of stairs in School. Additionally, sandals and open shoes such as 'sliders' are inappropriate for practical lessons such as Science and Technology subjects when working in a laboratory or workshop. It is therefore important that students are aware of when they will have these lessons and ensure that they are dressed accordingly, or they will be asked to change or may not be able to participate in practical activities.

Many subjects have a manual or practical element so clothing should be safe for all activities, for example, wearing flammable fabrics or clothing that could get caught in equipment is not advised. Please note also that, for health and safety reasons, fingernails must be kept short at all times.

The fashion of wearing very low-cut or low-slung jeans and trousers which expose midriffs and/or underwear is out of place in the School working environment, as are cropped tops. Students should wear tops that cover their shoulders, midriff and their underwear. Students should not wear tops with thin shoulder straps. Equally, very short shorts/skorts/skirts or low-cut tops are not acceptable. Caps and hats must not be worn indoors and hoods on jackets should not be raised anywhere on the School premises. Any clothing specific to prayer and worship of any faith should not be worn at School. To safeguard staff, students and other stakeholders, and for staff to be able to teach and communicate effectively, the niqab or any other face covering should not be worn on the School premises or in the School buildings. Clothes which carry graffiti or logos which may give offence, or which are deliberately cut or torn, should not be worn.

Students who wear inappropriate clothing will be asked to change what they wear for the following day. In some cases, where the clothing is unacceptably immodest or offensive, students will be issued with an alternative plain T-shirt or jogging bottoms to be worn for the remainder of the day. Where students persist in wearing inappropriate clothes, the School will contact parents, as we must consider this as a refusal to co-operate with a reasonable request, which may give rise to a disciplinary issue.

Beyond this guidance we do not generally restrict the choice of clothes that students may wear. The School enjoys a very high degree of co-operation from its students and the parent community which make these arrangements successful.

For Physical Education it is essential, for reasons of hygiene, that all students change into their PE kit and appropriate footwear to take part in these lessons. There is an official King Edward VII School PE kit consisting of a red sweatshirt, red T shirt and blue or black shorts. The Physical Education Department publishes a guide to appropriate sportswear and helps students obtain the necessary clothing.

The wearing of jewellery, earrings and studs (of any material) is also not permitted during other sporting or physical activities such as out-of-hours clubs or competitive fixtures. This includes body piercings such as tongue studs and belly button jewellery

Valuable Items

The School cannot be expected to take responsibility for items of jewellery, mobile telephones or expensive electrical equipment that are brought into School and left unattended. If students choose to bring these to School, they and their parents must take responsibility for the safekeeping of such items. At Lower School, students are not permitted to use any electronic device or mobile telephone in the School building during the day. At Upper School, students can only use devices at social times. Please see the School's Consistent Conduct Policy for further details.

School Lockers

There are a small number of lockers available for Year 7 students to use at the Lower School site. Students and parents will be informed of how these can be acquired at the start of the academic year.

Charging and Remissions

Many very valuable educational activities outside the classroom have a financial dimension. Such activities may include theatre visits, field courses, foreign exchanges and museum visits. The Governing Board has decided that such activities are a vital part of the life of the School and must not be curtailed. Voluntary contributions are, therefore, regularly requested from students or their parents. If these are not forthcoming the discretion to cancel a proposed activity lies with the organising teacher. Where charges can be levied, for board and lodging, for example, the Governing Board supports this practice. At the same time, a family in receipt of certain benefits (listed in our Charging Policy) will be entitled to have board and lodging costs remitted. No student will be prevented from participation in an activity through inability or unwillingness to pay a voluntary contribution.

History of King Edward VII School

King Ted's – a Biography of King Edward VII School was published in October 2005 as part of the centenary celebrations. Written by John Cornwell, a former Chair of Governors, the book traces the history of the School from its earliest days to the present time. Local, national and international changes and developments and the turmoil of the twentieth century provide the backdrop for this fascinating account of our School. With four hundred and forty five pages and more than one hundred photographs, it is a remarkable document. A few copies in the softback version are available from the School office.

Forty Years On! A short history of King Edward VII School – the Comprehensive Years. Written by John Cornwell. Available from the School at a cost of £5.

A School For the Future A photographic record of the building and refurbishment following work at the School that was completed in 2012. Written by John Cornwell. Available from the School at a cost of £5.

Hear Their Footsteps The story of the School and the Old Edwardians in the First World War 1914-18. Available from the School at a cost of £5.

Another Generation The story of the School and the Old Edwardians in the Second World War 1939-45. Written by John Cornwell. Available from the School at a cost of £10.

Bus Routes to and from LOWER SCHOOL

The 51 bus service from Sheffield City Centre stops in Broomhill, on Manchester Road and in Crosspool. This is the bus which stops closest to Lower School. Lots of people use the 51 bus in a morning to get to the university and hospitals so the buses are often busy. The 51 bus runs frequently, see the link below for up to date information:

[https://travelsouthyorkshire.com/TSY/media/Timetables/51-Sheffield-valid-from-03-September-2023-\(PDF-616kb\).pdf?ext=.pdf](https://travelsouthyorkshire.com/TSY/media/Timetables/51-Sheffield-valid-from-03-September-2023-(PDF-616kb).pdf?ext=.pdf)

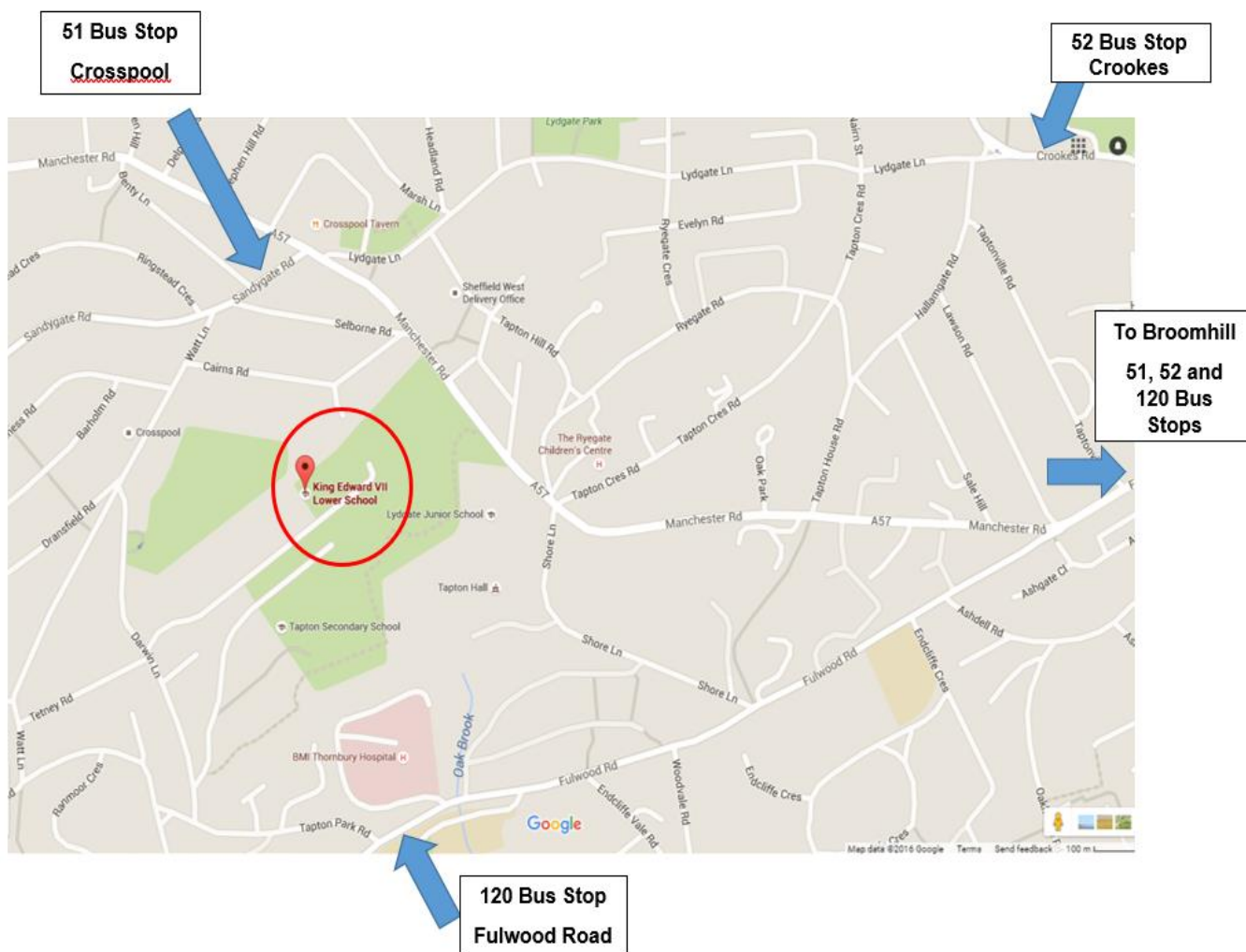
If you have any problems or questions about the bus service, please contact Travel South Yorkshire on 01709 515151.

Other routes from Sheffield City Centre include the 52 bus to Broomhill with a short walk up the hill to Lower School or the 120 bus which stops in Broomhill and on Fulwood Road (near the Florentine Pub/Notre Dame School), again with a short walk up the hill to Lower School.

The 52 bus also runs from Hillsborough Interchange and students can get off on Crookes (at the Grindstone Pub) or in Broomhill and make the short walk to Lower School.

Please see the map below for bus stops close to Lower School site.

Further information about all the bus routes can be found at www.travelsouthyorkshire.com



Communication between School and home is very important to maintain a strong partnership.

An ever-increasing amount of information is available on the School's public website. This includes School policies, letters home and information on School events. Our preferred method of communication with parents/carers is via email and/or the text messaging system. By using this facility parents can also message the School to report an absence, illness or even just to ask a question. The School mobile number is 07860055254.

Throughout the year, the School likes to share general information, School newsletters, good news, Headteacher's letters, information about School events, details about extra-curricular activities and requests for support with parents and carers by text message and/or email. However, under the Data Protection Act (DPA) and the General Data Protection Regulation (GDPR) the School needs to seek your permission or consent to do so. Should your child join King Edward VII School, the School would seek your permission to share this type of information with you.

Office 365 or "MLE"

The School's Office 365 site (or MLE – Managed Learning Environment) allows students and staff the ability to access the same School site they do when on School premises.

The site includes:

- Information and resources uploaded by their teachers
- The ability to check School email
- Create Microsoft Office or Google documents online
- Store an unlimited amount of documents online using OneDrive or Google Drive
- Download a FREE copy of Microsoft Office to install at home
- Download and install the many Microsoft Office mobile apps
- Links and instructions for Google Classroom and Google Meets which may be used for remote learning
- Download and install the many Google mobile apps

How to make a complaint

How to make a complaint under Section 23 of the Education Act 1988

This section of the Act allows for parents and others to make a complaint if they form the view that the Governing Body or Local Authority (LA) is failing in its duty to comply with the legislation. There are three stages:

1 The Informal Stage: The complainant should contact the Headteacher or appropriate officer of the LA (the Headteacher will help identify this person) to discuss the nature of the complaint. Every attempt is made to deal with the complaint at this level. If informal discussions fail to resolve the difficulty then the second stage is:

2 Formal Complaint to the Governing Body: This involves a written complaint to the Governing Body, which is obliged to investigate the complaint. If this, too, proves unsatisfactory then there may need to be recourse to the third stage:

3 Formal Complaint to the Local Authority: This will apply where the first two stages have failed to resolve the problem or where the complaint concerns the LA and therefore it would be inappropriate to refer to the Governing Body.

The Headteacher is obliged to furnish all relevant documents explaining the arrangements for complaint to a complainant.

Please note that the arrangements outlined above do NOT cover complaints about the actions of individual teachers or support staff. Such complaints should be taken up in the first instance directly with the Headteacher. Complaints about the Headteacher should be taken up with the Chair of the Governing Body.

Obviously no School likes to be the subject of a complaint but we are committed to dealing professionally, fairly and swiftly with any complaints which should come our way.

Access to Regulations, Documents and Policies

Any parent or other bona fide interested person wishing to consult education regulations or documents which the School is required to maintain should apply to the Headteacher.

How to Contact the Headteacher

The Headteacher, Ms Linda Gooden, can be contacted at the School address as follows:

Ms L Gooden
Headteacher
King Edward VII School
Glossop Road
Sheffield
S10 2PW
Or by telephoning: 0114 2662518



King Edward VII School

CURRICULUM INFORMATION and EXTRA-CURRICULAR ACTIVITIES

**For students joining the School
in September 2024**

The curriculum at King Edward VII School

The Education Act (2002) requires that all maintained Schools provide a balanced and broadly based curriculum. It should 'enable all young people to become successful learners, confident individuals and responsible citizens'.

At King Edward VII School, our curriculum meets these requirements and the needs of young people growing up in the 21st century.

Equal opportunities

As a comprehensive School, we acknowledge the principle that each individual member of the School is of equal value as a human being. At the same time, we rejoice in the enrichment that diversity brings. We are committed to a critical examination of all our attitudes, practices and policies at all levels to ensure that equality of opportunity to participate and benefit to the full genuinely exists at King Edward VII School, irrespective of race, gender, age, sexual preference, faith or economic or social standing.

Partnership with our feeder primary Schools

We particularly value our work with our partner primary Schools where we have created opportunities for younger children to work closely with King Edward VII School. Links are well established and a substantial amount of work has been undertaken in subjects such as English, Mathematics and Science. The links with our seven feeder primary Schools are strong and help to provide a clear understanding of the needs and abilities of our prospective students. Our seven feeder Schools are Sharrow Primary School, Nether Green Junior School, Walkley Primary School, St Mary's CE School, Westways Primary School, Lydgate Junior School and Hallam Primary School.

Children who are allocated a place in Year 7 are visited by our transition team consisting of the Key Stage 3 Leader, Pastoral Manager and the Special Educational Needs Co-ordinator. We pride ourselves on knowing our students and their needs before they arrive. Although many of our students will have visited King Edward VII School in Year 5 or Year 6 we still have a full transition programme to ensure that the move to secondary School is very smooth. There is an information evening in June for the Year 6 children and their parents where they can visit the School and meet staff as well as an induction day in early July at which students get used to the School day and routines before they start in September.

Extraordinary events and achievements from previous years beyond the normal curriculum

The following exemplify some of the amazing extra-curricular opportunities offered to students in the School:

Arts and Humanities

- School poetry competition and creative writing competition; student awarded National Foyle's Young Poet of the Year Award
- Sheffield Institute of Arts Design "Dimensions" Exhibition and Prize giving
- Annual Art and Design Exhibitions
- Year 9 Art Exhibition for friends and family
- Art residencies with Sheffield Institute of Arts/Courthold Gallery/Yorkshire Artspace/ Yorkshire Sculpture Park
- Year 8 Art and Technology competition in conjunction with Museums Sheffield and the Victoria and Albert Museum
- GCSE Study visits in conjunction with local artists/art space and galleries
- Sheffield Hallam University/Sheffield Institute of Arts visit to Art and Design shows and exhibitions including fashion shows for graduate students
- Sheffield Hallam University/Sheffield Institute of Arts Creative Networking lessons for A Level students
- A Level Study visits to Manchester, Leeds, London, Yorkshire Sculpture Park
- Bespoke Art and Photography sessions led by our resident artist practitioner and teacher
- Visiting artists workshops
- Annual Christmas card designing competition
- Confucius Institute Chinese New Year Art competition in conjunction with Languages and Sheffield University
- Entries to National Art competitions such as the Royal Academy Summer exhibition
- Opportunities to work with professional artists and art projects regionally and nationally working with film and television companies
- Ted Mitchell and Kaethe Uken: winners of the Bradfield Festival Young Musician of the Year award donated by Julian Lloyd Webber
- Kaethe Uken accepted to the Birmingham Conservatoire to study performance (Clarinet)
- Molly O'Toole, who toured with the National Youth Choir of Great Britain, went on a six week tour of China
- Caitlin O'Toole is in the National Youth Training Choir
- Fabulous Christmas Concert in our local church, St Mark's Church, Broomhill, with proceeds donated to Sheffield Children's Hospital
- Spring Concert with five choirs/concert band/strings/mixed ensembles/solos featuring King Edward VII School's best young musicians
- Kate Thickett was awarded a Choral Scholarship at Oxford University
- A number of ex-students graduated from some prestigious Art School
- Blank Slate, King Edward VII School's own Theatre Company, produces Shows at both Upper and Lower School of a high quality and calibre every

year such as 'Vinegar Tom', 'Our Country's Good', 'Antigone', 'The Tempest', 'Grimm Tales' and an acclaimed production of Shakespeare's 'A Midsummer Night's Dream'. The performance was done as a

promenade performance at Upper School, using the magnificent architecture of the building to enhance the setting of the play with the hall being

transformed into a forest. Over forty students from Years 7 to 12 took part as performers, technicians, musicians, make-up artists and set and prop makers

- There are thriving Year 7, Year 8 and Year 9 Drama Clubs at Lower School that meet weekly with a focus on performance and devising
- Year 8 and Year 9 members of Blank Slate Theatre Company devised a performance for the celebration of '50 Years of Girls at KES'. This was created from research and interviews that the students carried out with some of the women who were the first girls admitted to King Edward VII School
- A programme of theatre trips takes place each year. Key Stage 4 and Key Stage 5 students have access to at least three trips a year. Key Stage 3 students have an annual theatre trip, the most recent being to see 'Ocean at the End of the Lane' at the Lyceum Theatre
- A Level and GCSE theatre trip to London watch a performance of 'Jerusalem' by Jez Butterworth
- Workshops run by visiting theatre practitioners take place every year across all key stages. We have welcomed workshop leaders from: Out of Joint Theatre, Gecko Theatre, Theatre de Complicite and Sheffield Hallam University in collaboration with the Crucible over the past two years alone (Key Stage 4 and 5)
- Brum Theatre in Education (Key Stage 3)
- KS4 and 5 students take part every year in the Crucible Theatre's Participation Project which results in a performance on the main stage of the Crucible as part of a festival alongside other Sheffield Schools
- Year 13 Drama students have progressed to Drama or Theatre courses in Higher Education to study a range of courses from Musical Theatre to Acting as well as more academically focused degrees in Theatre and Drama
- Shona McArthur gained a place in the National Youth Theatre in 2022 and has been appearing in shows with them for the past two years
- Year 13 History and Politics trip to London
- Post 16 Geography residential to Iceland and North Yorkshire
- Upper School Debate Club
- KS5 Historical Association 'Great Debate' (National Finals in 2022-23)
- KS5 History and Politics Film Club
- KS4 & KS5 History and Politics guest lectures from top universities
- KS4 visits to GCSE site studies including Hardwick Hall and Manor Lodge
- KS4 English/Maths/History visit to the Crucible Theatre
- KS3 workshop days with the History department at the University of Sheffield – these change based on the latest research being undertaken
- KS3 WW1 Battlefields tour to France and Belgium
- KS3 History visits to Quarry Bank Mill and Weston Park Museum
- KS3 Humanities visit to Castleton
- Every year Psychology students are invited to take part in Phd or MSc research projects at local universities. This year many Year 12 and Year 13 students took part in a 'Life experiences and wellbeing in Adolescents' survey

as part of research at Sheffield University and participated in research for Nottingham Trent University PhD students regarding self-concept and academic achievement

- Groups in Y12 have attended SHU “Women in Finance” events from both Business and Economics classes
- Training Day events were held on multiple days for Y12 students of Business and Economics using SHU Trading suite

Languages

- International visits to Germany, Austria and France are taking place this academic year. In March 2024 there will be an A-Level study visit to Vienna and a KS3 visit to Austria in June/July
- We will also have a visit to Paris with our A- level students
- We encourage and support our students in their applications to take part in local, national and international competitions and opportunities, with many being successful in their endeavours. In recent years KES students have won translation competitions, places on summer courses and exchange programmes abroad and even, most recently a three week long, all expenses paid scholarship to study in Dresden in Germany
- The School is a centre for staff development in partnership with the Association for Language Learning; nearly one hundred language teachers from across the region attended training sessions at King Edward VII School last year
- King Edward VII School is the Lead School for the Sheffield Home Language Accreditation Project (HoLA), which won several national prizes for innovation and multilingualism including the European Language Label. At King Edward VII School, this has meant that many of our bilingual students have gained a GCSE or AS level in their home language: Arabic, Chinese, Dutch, Hebrew, Japanese, Persian

Science, Technology, Engineering and Mathematics (STEM)

- Senior Mathematics challenge: 97 students took part, 6 students achieved Gold, 22 achieved Silver, 32 achieved Bronze. From this challenge 2 students qualifying for the British Mathematical Olympiad and 6 for the Senior Kangaroo
- Intermediate Mathematics Challenge: 153 students took part, 5 students achieved Gold, 30 achieved Silver, 43 achieved Bronze. From this challenge 1 student qualified for the Intermediate Mathematical Olympiad and 6 for the Intermediate Kangaroo
- Junior Mathematics Challenge: 110 students took part, 7 students achieved Gold, 23 achieved Silver, 36 students achieved Bronze. From this challenge 1 student qualified for the Junior Mathematical Olympiad and 3 students qualified for the Junior Kangaroo
- UK Mathematical Olympiad for Girls: 12 students took part, 2 of whom achieved a Distinction and 6 achieved a Merit
- National Cipher Challenge: a code breaking club runs at Upper School with

teams of students from King Edward VII regularly achieving well in this competition including winning the challenge

- UKMT Team Challenges: the last time this took place, our senior team were joint winners of the regional heat and were invited to the National Final where they finished 11th overall
- Teams of Post 16 students took part in the Ritangle Maths Competition answering all of the questions correctly
- Year 12 trips to the Advanced Manufacturing Research Centre for Computer Science students
- Year 12 trips to the University of Sheffield Robotics and Control Department for Computer Science students (there will be a Year 8 one this year too)
- Ada Lovelace Celebration trip to ARM UK Limited for Year 8 female students for the last four years
- SUMO Games Competition Winners
- Celebration of Women in Computer Science and Engineering Event at Upper School for Year 7, 8 and 9 females from disadvantaged backgrounds from all over South Yorkshire and North Derbyshire (last three years); and hosted by King Edward VII School
- Games design trips to Sheffield Hallam University for Year 12 Computer Science Students
- Engineering Lectures from J Lawson, industry expert, for the Year 12 and Year 13 Engineering students
- Third year students from the University of Sheffield continue to support School students, computer scientists, in lessons and supporting female students by running after School computing clubs
- TeenTech Finalists
- SUMO Games Design – Encouraging Women into Games Design Event; competition winners Year 12 female students
- Post 16 students are entered in the Chemistry Olympiad, often achieving Silver and Gold
- Y12 Biologists complete a day's field work at Robin Hoods Bay, carrying out at least one ecological survey to contribute to their Common Practical Assessment Criteria (CPAC)

Key Stage 3 – Years 7, 8 and 9 (ages 11-14)

Number of lessons per week

There are certain subjects that are statutory and must be taught in Schools. The core subjects are English, Mathematics and Science. The statutory foundation subjects are Design and Technology, Art, Music, Foreign Languages, Geography, History, Physical Education, Computing, Citizenship, Religious Education, Careers Education and Sex Education.

The number of periods for each subject in Key Stage 3 are shown by the side of the diagram below.

Year 7		Year 8		
1	Creative Subjects (Art, Computing, Drama, Music, Textiles)	Creative Subjects (Art, Computing, Drama, Music, Textiles)	OR	Second Language (French or German or Spanish)
2		Creative Subjects (Art, Computing, Drama, Music, Textiles)		
3		Design Technology (Food, Electronics, Resistant Materials)		
4		Science		
5		English		
6	Languages (French or German or Spanish)			
7	Geography			
8	Geography (Half year) History(Half Year)			
9	History			
10	Mathematics			
11	Games and PE			
12	Re			
13	PSHE			

Year 9	
1	Creative Subjects Three of (Art, Food, Drama, Music, Product Design)
2	OR
3	Second Language (French or German or Spanish)
4	Creative core (Food, Product Design, Computing, Music, Drama, Art)
5	Science
6	English
7	Languages (French or German or Spanish)
8	Geography
9	Geography (Half year) History(Half Year)
10	History
11	Mathematics
12	Games and PE
13	Re
14	PSHE

Key Stage 4 – Years 10 and 11 (ages 14-16)

At this stage, students concentrate predominantly on public examination courses leading to GCSE (General Certificate of Secondary Education), BTEC or other recognised awarding bodies associated with vocational work related courses.

- The compulsory common programme of English, Mathematics, Science, Physical Education, Religious Education and PSHE accounts for 64% of curriculum time. The remaining 36% is divided between a range of options.
- English includes Language and Literature, leading to two GCSEs for all students
- Science incorporates Biology, Chemistry and Physics and leads to separate Science qualifications or Dual Science
- A range of vocational courses are also available to students through Sheffield's Learning for Life Programme and the School's curriculum model is adapted, where it is deemed appropriate or necessary, to accommodate access to these for certain students
- Careers Information, Education and Guidance is timetabled alongside English on a rotation in Year 11
- Students who show sufficient skill in languages at key stage 3 will be required to take a language at GCSE as one of their options

School week consists of 25 periods (5 per day)				
Students will have a number of subjects spread through the week				
The subjects for each year group are:				
	Year 10	KS4 Option Subjects	Year 11	
1				1
2	First Option Choice	3D Design (Product Design)	First Option Choice	2
3		Arabic		3
4		Art (Fine Art)		4
5		Art (Photography)		5
6	Science	Art (Textiles)	Science	6
7		Art(Graphics)		7
8		Business		8
9		Computing		9
10	English	Drama	English	10
11		Engineering BTEC		11
12		Food & Nutrition		12
13		Foundation Learning		13
14	Second Option Choice	French	Second Option Choice	14
15		Geography		15
16		German		16
17	Mathematics	Health & Social Care BTEC	Mathematics	17
18		History		18
19		iMedia		19
20		Music		20
21	Third Option Choice	Passport to Post 16	Third Option Choice	21
22		PE (GCSE)		22
23		Spanish		23
24	Games	Sport Science	Games	24
25	PSHE (Quarter Year) RE (Remainder of Year)	Urdu	Re	25
		Students Choose 3	PSHE	

Common option choices for students are a language, a humanity and a creative subject. One of the options must be a language if aptitude shown in key stage 3.

Post-16 Education

The Sixth Form – Years 12 and 13

King Edward VII School's Sixth Form caters for a wide range of students, including many who choose to join the School at this stage (incomers usually making up around 65% of the Sixth Form). It is our policy to give careful advice to all Year 11 students, stressing the need to continue with their education or training beyond the minimum School leaving age. For many, the variety of opportunities we offer at King Edward VII School meets their needs. For some, however, more appropriate provision is available at The Sheffield College and we will advise students and their families accordingly. In any event, we feel that all students should be ready to see their education as continuing throughout their lives.

Staying-on in education or training is compulsory for 16 and 17 year olds. More than four out of five King Edward VII School students continue in full-time education up to the age of 18. There are around 600 Sixth Form students following GCE A Level and BTEC (Level 3) courses and because it is a large sixth form we are able to facilitate most subject combinations and can offer a wider subject range than most Schools. For example, we have supported minority subjects like Music, German, Philosophy, Drama and Textiles. A Year 14 is offered to about thirty students who have had their studies interrupted for some reason or who may need an extra year to finish a subject they started in Year 13. This supports all students to be able to gain the good grades they require for progression after leaving the Sixth Form.

We also offer a range of BTECs - Applied Science, Business, Engineering, Health and Social Care and Applied Science are all available. The mix of 60% coursework and 40% examinations suits some students. About 30% of students nationally start at university with a BTEC as part of their portfolio of qualifications. The Engineering BTEC course offers a clear route into Higher Education or Apprenticeships for those students committed to studying Engineering. Students are currently studying a combination of Mathematics, Physics, Chemistry, Business, ICT and Product Design A Levels alongside the Engineering qualification.

Many students opt to study the Extended Project Qualification worth half of a full A Level – an independent but supported piece of work. In addition to their advanced studies, all students follow a tutorial programme which includes general guidance and information about Higher Education.

Financial support is available to some Post 16 students through the Bursary Scheme which is means tested.

We produce a separate detailed Post 16 Prospectus each autumn with detailed information about the courses we offer. Details are available from the Post 16 Team p16admissions@kes.sheffield.sch.uk

Our Post 16 Open Evening will take place on Thursday 9 November 2023.

Personal, Social and Health Education

Personal, Social, and Health Education (PSHE) is taught throughout Key Stages 3, 4 and 5. It provides a space in the curriculum to help students navigate their current and future lives.

The diversity of students, as well as a broad range of professional guest speakers, help build compassion and empathy across the School. Important employability skills such as taking initiative, communication, leadership and teamwork are also developed.

Students are encouraged to develop and share their opinions and some of their experiences. Classes provide a safe space to explore important topics such as emotional wellbeing, mental health, bullying, bereavement, the impact of social media, parenting, domestic and sexual abuse, human rights, LGBTQ issues, families, relationships and sex education (see page 14). The Adult Life Skills course in the Sixth Form also helps prepare students for independent living.

Sporting aims and provision

It is our intent to develop skills and tactics across a wide variety of sporting activities and to promote development of physical, social and mental health in our students.

The School believes that physical and sporting activities enhance and enrich the educational experiences of our students. Physical education and sport make a vital contribution towards the achievement of the School's aims.

Each student in Years 7-10 has two scheduled sessions of Physical Education each week (two teaching periods or eight per cent of curriculum time). In Year 11 curriculum pressure compels us to reduce this to one compulsory session. The PE curriculum is taught by highly trained PE specialists.

The curriculum includes opportunities for team and individual sports. All the major games are covered: football, netball, hockey, rugby, tennis, cricket, athletics, basketball, badminton, volleyball and rounders. Also, as part of the common experience for all students, we offer opportunities in gymnastics, dance, athletics, trampolining, orienteering and fitness. Students learn to work cooperatively and individually, to be aware of health and safety and of the need to make considered decisions about lifestyle.

In addition, we offer a GCSE course and an A level in Physical Education for those who have a particular interest in PE and who wish to develop their knowledge of physiology and their practical and theoretical knowledge of games and sport.

The School places great importance on extra-curricular sports. We run a range of teams to compete at all levels. We believe that playing competitively is an integral part of PE/Games and that competitive games can foster other qualities such as self discipline, loyalty, reliability and general good sportsmanship. In addition to this there are a number of sports clubs that cater for the more recreationally minded.

All our extra-curricular activities depend upon the voluntary commitment of a large number of the staff in the School.

Physical Education and sport play an important role in the life of the School. Much is achieved each year. Our sports hall, gymnasium, fitness suite and floodlit all-weather pitch provide us with the kind of facilities to match the interest and talent in the School.

The School is particularly proud of its sporting achievements and our ability to involve a very large number of our students in representing the School at various levels.

King Edward VII School is also very proud to offer students the opportunity to take in other roles in sport. There are numerous opportunities for students to develop their leadership and coaching skills through working with, for example, local primary Schools. Some of the School's sporting achievements:

- Y7 girls South Yorkshire sports hall athletic champions
- Y7 girls cross country team city champions
- Y7 boys sports hall athletics city champions
- Y7 girls cross country team Sheffield Schools league champions
- Individual athletes in the Sheffield Schools cross country team
- Individual South Yorkshire cross country champion
- Y7 girls regional finalist of the English Schools cross country cup
- Y7 girls 4 X 100m relay champions
- Y7 girls 4 X 400m relay champions
- Y7 girls regional finalist track and field athletics cup
- Individual athletes in the Sheffield Schools track and field athletics team
- Individual athletes in the Sheffield Schools team track and field athletics
- Y9 girls orienteering team British Schools champions
- Y7 girls orienteering team 2nd in British Schools championships
- Individual orienteering British champion
- South Yorkshire and Humberside orienteering 2nd School overall
- Y7 girls South Yorkshire and Humberside orienteering team champions
- Y9 girls South Yorkshire and Humberside orienteering team champions
- South Yorkshire Schools orienteering league 2nd School overall
- Y7 girls team South Yorkshire Schools orienteering league winners
- Y9 girls team South Yorkshire Schools orienteering league 2nd place
- Individual South Yorkshire Schools orienteering league winner
- Sheffield Schools 'Get Active Awards 2023' KES winners secondary Schools sports leader award
- Represented teams in football, basketball and rugby across all year groups performing very well against Schools from around the city
- Sheffield U14 boys badminton champions

Homework and learning outside the classroom

All the work we do at King Edward VII School is designed to help our students become successful, well organised and independent learners. Students are expected to do School work outside the classroom to develop their knowledge and

skills. The amount will vary, but should rarely exceed forty minutes a day in Year 7, an hour in Year 8 and two hours in Years 9 to 11.

The School uses Satchel and Google Classroom for many homework's, which provides a clear, online homework calendar for Years 7 to 11 that can be accessed easily by students, parents and teachers and has the following benefits:

- Students can see all their homework at the click of a button
- Helps students to become more organised and plan their time carefully;
- Homework cannot be 'lost'!
- Parents can see exactly what homework has been set, to discuss and support learning at home, monitor completion of homework and keeping to deadlines
- Homework can be set effectively for all classes across the School
- Reminders can be sent to students to remind them of deadline dates

At Key Stage 3, homework will be set every week in some subjects. In other subjects there will be a variety with some longer projects to be completed over an extended period of time to encourage students to think for themselves and gain confidence as independent learners. These are good preparation for the longer assessments that they will complete in Key Stage 4.

The libraries in Lower and Upper School are staffed most days from 8am, each break, lunchtime and after School until 4pm as a quiet space for all students to be able to read and work.

Key Stage 4 students have a range of courses and need to organise their time very carefully to keep to deadlines. Some of this work will need to be done outside the classroom. At certain assessment points in the year students will have to be especially focused and hard-working to complete essential work and after-school and lunchtime sessions will be important. Parents may find, therefore, that homework patterns vary over the academic year. It is vital that students take up these opportunities to support their lessons.

For students in Year 12 and Year 13 independent learning is an essential component of advanced level study and a vital preparation for higher education. Post 16 students should spend at least four to five hours on independent study per week on each subject. The large library at Upper School and independent Learning Centres for Sixth Form students contains over sixty PCs and loanable laptops and are ideal place for private study. All students in the Sixth Form can benefit from our textbook loan scheme. A small deposit allows students to borrow their course textbook for the full two years.

Internationalism across the curriculum

Our international links reflect our wider view of the community. We enjoy well-established partnerships with European Schools and can offer a full programme of study visits and exchanges to our students each year.

In recent years King Edward VII School students had the opportunity to join the following international study visits, organised by a variety of curriculum areas:

- Art/Photography – Study Visit to Berlin or Vienna
- French – Study Visits to Paris and Brittany
- German – Study Visits to Austria and Berlin or Vienna
- Geography - Study Visit to Iceland and Italy
- PE – Study Visit to Spain
- History – WW1 Battlefields Tour to France and Belgium

We believe that every bilingual child should have the opportunity to gain recognition for their language skills and King Edward VII School leads the City-wide HoLA (Home Language Accreditation) Project, which aims to promote community languages and supports both community language Schools and mainstream Schools across Sheffield and the wider region. Over the past seven years, more than 1000 bilingual students across the region have gained a formal qualification in their home language. The HoLA Project has received national and international recognition for its innovative and creative approach winning the European Language Label 2012 and also the Mary Glasgow Trust Award 2012.

Learning Support

Many students will, from time to time, have difficulties with aspects of their work at School. Often the problem will be with the basic skills of reading, writing and numeracy.

The Coordinator of Special Educational Needs and Inclusion (SENCO) leads a team of teachers and support staff who have special training and responsibility for ensuring that all students with such difficulties have the help they need.

At present, we rely initially on information from our partner feeder Schools, from parents and from our own diagnostic screening processes to identify those with special educational needs.

Our aim is to make it possible for all students to take part fully in the mainstream curriculum and we use a variety of techniques to achieve this.

There are also occasions when students have difficulties with study skills and we can offer advice and assistance.

There is a Learning Support area at Upper School and we have a working space and a safe space for Key Stage 3 students at Lower School. Both areas are for our more vulnerable students and both are staffed by the Learning Support Team.

The Most Able Children

King Edward VII School has many very able and talented students. Our curriculum organisation is designed to reflect our response to the needs of all students, including the most able. As students proceed through the School, teaching groups

are arranged to reflect the needs of children with particular abilities. There is a flourishing programme of extension activities available in School, including intensive study units, a wide range of musical opportunities, involvement in drama productions and a wide range of extra-curricular activities. The School's approach to the most able and talented students ensures they achieve exceptional results in Year 11 (GCSEs) and Year 13 (A Levels and BTECs).

Relationships, Sex Education and Health Education (RSE)

Relationship and Sex Education (RSE) is a compulsory subject set by the Department for Education to enable students to know how to be safe and healthy to manage their academic and social lives in a positive way. Topics within the course encompass family, respectable relationships, online and media, being safe, intimate relationships (including sex health), physical and mental health and what the law has to say about sex, relationships and young people.

The purpose of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being. The Governing Board considers it important that RSE is taught in School and keeps the policy under review. RSE is taught within our PHSE curriculum and follows the guidance set by the Department for Education.

The teaching of RSE is set within the context of caring, loving and stable relationships, and takes into account the ethnic diversity and religious traditions of our students and the maturity of the individual child.

Parents have the right to withdraw children from RSE in Personal, Social and Health Education (PSHE) up to Year 11 but not from RSE in National Curriculum Science. Whilst being aware of this right to withdraw children, we aim to provide RSE in a way that is welcomed and appreciated by all parents.

Since September 2022, students in the Sixth Form have accessed adult life skills (an extension of PSHE) as part of the curriculum offer.

We aim to keep parents fully informed about the content and organisation of the RSE teaching in the School. Parents may see details of the planned topics for study, look at the materials to be used in lessons and discuss the content of the course with staff. We generally find that parents are able to resolve any concerns by discussion with the Curriculum Leader, Ms Kemp.

Religious Education

In RE students extend and deepen their knowledge and understanding of a range of religions and world views, recognising their local, national and global context. They consider how beliefs influence the values and lives of individuals and groups, and how religions and world views have an impact on the wider community. Students engage in questions of meaning and purpose of life with the opportunity to express

their own experiences and beliefs. RE makes a distinctive contribution to student's moral, spiritual, social and cultural development. All students follow the AQA GCSE Religious studies course from Year 9 until the end of Year 11 when they sit the exam. The very popular AQA Philosophy course is taught at A level.

Careers Education and Guidance

Careers information, advice, guidance and opportunities are available to students from Year 7-13 via tutorial work and other appropriate activities e.g. unifrog sessions. The unifrog platform provides a fantastic portal to research the next steps, search tools to investigate careers and a place to organise evidence for personal statements, CVs etc

Guidance is offered in Year 9 through one-to-one sessions.

In Year 10, careers are delivered through form-time in preparation for the two weeks' Work Experience placements in June/July.

In Year 11, the aim of careers is to provide information, advice and guidance to ensure that students are prepared appropriately to make Post 16 choices. This is delivered through form-time with some lessons in English dedicated to drafting and completing application-forms. All Year 11s receive at least one one-to-one interview with qualified advisors to discuss their futures. Assemblies, careers fayres, mock Interviews, and so forth, also take place on an annual basis.

Guidance work continues Post 16. The School also works closely with an external careers adviser to provide impartial advice and guidance. Throughout the School year, and at any time, students may request a one-to-one with our in house Careers Department.

Work Experience

This is an integral part of the educational experience of all Year 10 students who spend two weeks in June/July of Year 10 in the workplace. This is carefully prepared and monitored and makes an invaluable contribution to students' preparation for making important choices for Post 16 education or training. Students are encouraged to get their own placements but if they are unsuccessful the School provides placements negotiated with local employers who have maintained successful partnership working with the School.

During their two years in Sixth Form we expect that all students will complete at least a week of work experience. If they cannot arrange this in the holidays they are allowed leave of absence from School to complete work experience. They are supported with applications and contacts through the Careers Office.

The School also supports students in applying for a limited number of placements with large outside agencies such as the National Health Service.

Libraries

The School has an extensive, well-stocked library on both sites managed by professional librarians. Each library uses the Accessit library management system, which allows student and staff to access the library catalogue from any computer within the School

Lower School library is open every day and is staffed from 8:45am until 4.30pm Monday to Thursday, and 9.00am to 3.00pm on Friday including break and lunch time. The library stocks a range of resources to support your studies, including eBooks as well as your wider reading requirements. There is a comprehensive range of age appropriate fiction and non-fiction books as well as a suite of computers including loanable laptops that are available for homework and internet access. We also offer a Reading Counts Scheme to help struggling readers where they are paired with a sixth former to gain additional reading practice, and a chess club.

The Upper School Library is open to students from 8.00am to 4.00pm each day. During lesson times it is a quiet place in which to work and is used mainly by Post 16 students for private study. The library stocks a range of resources to support your studies as well as your wider reading requirements. We have an excellent range of non-fiction books for loan, reference material, online newspapers, journals, local studies books and World Cinema DVDs, as well as a wide selection of careers and university information. We also have a fantastic range of fiction including eBooks and audiobooks to relax with or support your wider reading. We host a suite of computers in the library as well as laptops that can be borrowed for the day.

The library provides a deposit loan scheme for the subject textbooks you will need during your sixth form studies. Regardless of the number of books required, you only pay £10 per subject. This deposit is refundable upon return of the books at the end of your studies.

The library subscribes to a number of online resources to support your studies including JSTOR, an academic journal database to support your research.

At lunch time both libraries are livelier; students from all years play chess and an annual chess tournament is held in which both students and staff can take part. There are regular book clubs which meet each half term for some lively debates. Author and Poet visits are arranged and the library has recently been fortunate enough to welcome Sufiya Ahmed, Andy Craven-Griffiths and Phil Wilcox. World Book Day is celebrated with an event every year at Lower School where all Y7 students receive a free World Book Day book and we actively encourage reading, often providing free books to Y8 students through Book Buzz.

Examination Entry Policy

Once students have embarked upon a public examination course at GCSE, BTEC or A levels, we expect them to see the course through to its conclusion. It is our normal practice, therefore, to aim to enter all students for all examination courses they are studying. The cost of examination entries is borne by the School.

Coursework has now been replaced by linear examinations (which take place at the end of courses) in many GCSE and Post 16 courses. A small number of courses have retained a coursework element at GCSE and A Level alongside a range of BTEC subjects.

Any problems about GCSE and A Level examinations are always the subject of detailed consultation with parents and students. GCSEs are mainly taken in Year 11 but the majority of students undertake one in Year 10. Entry for examination implies a contract between students, parents and the School. Although very much a rarity, it has been known for students not to attend examinations for which they have been entered. In this event, we will endeavour to recover the cost of the examination entry from parents.

We take public examinations seriously and therefore ensure that all our students are carefully prepared for them. This includes sitting formal annual examinations in Year 10 to Year 13. Great care is taken with individual students who require special consideration.

Parents with queries about public examinations should contact the Examination Office.

Extra-curricular and extension activities

The School has an extensive programme of extra-curricular and extension activities throughout the year for all year groups and they are promoted via year groups, curriculum areas, the weekly bulletin for all students and the School's website.

Duke of Edinburgh Award Scheme

The School offers the opportunity for any student to achieve their Bronze and Gold Awards. Students are able to join the scheme in Year 9 to work for their Bronze Award and we usually have in excess of one hundred students taking part each year. At a higher level we have up to seventy students in Year 12 working towards their Gold Award each year. This includes a week in the Scottish Highlands to complete a four day expedition. We are well-equipped with resources to support young people in working through their awards and have staff with great expertise in this area.

"That was quite honestly the best day of my life!" Year 12 Student at the end of the Gold Expedition.

The Award Scheme offers a framework in which young people are encouraged to take part in a wide range of activities, including voluntary work, physical activity, skill development and an expedition. The awards develop many skills that employers are looking for which it is often hard to pick up through academic subjects, for example leadership and team working skills. On completing an award at any level, students achieve a qualification that is widely valued in commerce, industry and educational establishments.

Post 16 enrichment and work experience

We encourage all of Sixth Form students to take part in some form of enrichment activity. These enrichment activities help to build their skills, character and life experience. As well as being fun and enjoyable they all add their profile which will give them an edge with future applications. Many students need to build a portfolio of voluntary work experience with people, especially those going into healthcare, education, social work and other similar occupations.

At our enrichment fair there are about twenty five activities to choose from. These activities range from volunteering at local primary Schools and hospitals to being involved with music to the Duke of Edinburgh's Award Scheme to regular sport on a Wednesday afternoon.

Volunteer work is an option for Post 16 students and they organise this themselves. A considerable amount of community service is undertaken, including help in Schools (nursery, primary and secondary), help in hospitals on the wards and in physiotherapy departments, visiting old people, the visually impaired and helping to run a club for young people with disabilities, Sixth formers are also very active in charity fundraising and providing volunteers for a range of local events and research projects. Our work for a range of charities has become increasingly important and students are quick to respond to raise money in response to international disasters.

Talent shows

Upper School Talent Show takes place during the autumn and summer terms. The students always amaze us with the depth and range of performance talent from bands, acoustic acts, solo singers, street dance, poetry, reading and comedy.

and in addition...

Many students organise meetings of like-minded students with shared and diverse interests, such as environmental issues, Amnesty International, computer games, bridge and debating. Chess games are a regular feature of the School Libraries.



King Edward VII School

Examination Results 2023

Examination Results 2023

GCSE

- 74% 4-9 (A*-C) including English and Maths
- 51% 5-9 (A*-B) including English and Maths
- 41% achieved the English Baccalaureate

- 24% of all entries at 7-9 (A*/A)
- 5.4% of all entries at 9 (A*+)

A Level

- Average grade per entry: C+
- 97% pass rate A*-E
- 47% of A Level results were at A*-B
- 21% of A Level results were at A*-A
- 5% of A Level results were at A*

Level 3 BTEC

- Average grade per entry: Merit+

- 246 students secured places in Higher Education
- 5 students secured places at Oxford and Cambridge
- 8 additional students secured places on Medicine, Veterinary Science and Dentistry courses

