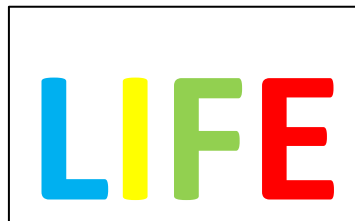




Gryphon School



Teaching & Learning and Literacy Policy and Practice



The Gryphon Document Control Table	
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1. Statement of Intent

At the Gryphon school, we believe every student has the right to the best possible education. We aim to ensure that all students, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives both at school and beyond. The ethos of teaching and learning at the Gryphon is taken from the school's mission statement, rooted in our Church foundation which is to be a "10:10" school, where students and staff experience life in all its fullness (John 10:10). From this Christian ethos we have established '*Gryphon LIFE*'. This is a set of eleven fundamental teaching principles that reflect the school's Christian ethos and values. These ensure that all students have access to the best possible teaching and learning and are fully prepared for life after the Gryphon school. We want all our students to thrive in their adult lives, be happy, contribute to their communities and 'live life in all of its fullness' via the Christian values of leadership, integrity, fellowship and exploration.

2. Roles and Responsibilities

The academy committee on behalf of SAST trustees, are responsible for:

- Ensuring reports are provided by the headteacher.
- Ensuring action is taken where areas for improvement have been identified.
- Ensuring the curriculum and achievement committee meets regularly to monitor the school's progress against targets.
- Visiting the school to observe lessons, view students' work and talk to students about their experiences of learning at the school.
- Ensuring academy committee representatives report the findings from any visits to the school to the academy committee.

The senior leadership Team and HODs are responsible for:

- Visiting classrooms and undertaking lesson observations.
- Talking to staff and students to establish a general overview of the atmosphere in the school on a day-to-day basis.
- Communicating with parents and carers to ensure all students' needs are being met.
- Contributing to setting goals and targets across the school via the SEF, SIP and appraisal targets.
- Undertaking self-evaluation on the school's quality of teaching via the year group reviews and external trust visits
- Commenting on the quality of teaching and learning as part of the report to the academy committee holding heads of department to account for the effectiveness of teaching, learning and assessment in their subject.
- Assessing areas of development and putting in appropriate intervention and CPD.

Heads of department are responsible for:

- Shaping an exciting, relevant and enriching curriculum and reviewing the curriculum intent, implementation and impact regularly.
- Taking accountability for the progress of students in their department.
- Reporting on the effectiveness of the curriculum to the senior leadership team and the academy committee.
- Keeping up-to-date with any changes in their subject area and curriculum requirements.
- Monitoring the effectiveness of how their subject is being taught and assessed in their department. For Assessment; see *Assessment, Feedback and Homework Policy and Practice* for more details.
- Ensuring that literacy is embedded in the curriculum.
- Taking part in regular year group reviews.

Teaching staff are responsible for:

- Following the Gryphon 'Gryphon Life' teaching values
- Setting high expectations which challenge all students.
- Promoting good progress and outcomes.
- Demonstrating good subject knowledge.
- Planning and teaching well-structured lessons.
- Contributing to the curriculum development of their subject area.
- Monitoring and evaluating their teaching.
- Making accurate use of assessment.
- Managing behaviour effectively to ensure a safe learning environment.
- Reviewing and evaluating their lesson planning regularly.
- Collaborating with colleagues to moderate students' achievement.
- Demonstrating high standards personal and professional conduct.

Students are responsible for:

- Being on time for school.
- Having all necessary equipment for every lesson.
- Keeping their learning environment organised and tidy.
- Being attentive and contributing to lessons.
- Listening to and following all reasonable instructions.
- Acting on feedback both verbally and in exercise books.
- Completing all homework on time
- Following the Gryphon Respect agenda in all lessons and around the school site.
- Ensuring all mobile phones are 'off and away' at all times during the school day

3. Teaching and Learning - The Gryphon School Way

The ***Gryphon Life*** is a set of eleven core teaching principles designed to ensure that 100% of all teaching impacts positively on our student's outcomes.



GRYPHON LIFE

Greet students with a positive meet and greet at the door and register them promptly.

Retrieval, low stakes starter/entry task on the board (where appropriate) upon arrival.

Your seating plan should be clear and thoughtfully organised, with a well-arranged room.

Provide clarity of task explanation on each task set:

- What is the task?
- How do students do it? (pairs, silence, group) – all lessons should include an element of silent/individual work.
- How long do students have?
- What to do if/when students finish? (extension task presented with each task).

Highlight literacy strategies in reading.

Oracy and questioning (opportunities to develop/explore and utilising new CPD strategies).

Nurture adaptive teaching methods, following the learning passport and utilising new CPD strategies.

Linked assessments to SOW & specifications that are fit for purpose. Assessments add value to students at all stages of the assessment process, e.g. before (through shared and taught revision strategies), during (50-minute silent assessment), and after (purple pen/DIRT tasks).

Include opportunities to deliver or discuss SMSC, careers and British values.

Follow the HW policy by setting all homework on TEAMS with regularity, ensuring work is appropriate, beneficial, and constructive practice or revision.

Ensure students' books and folders are organised and presented to a high standard.



What is the Gryphon LIFE ethos?

Gryphon Christian Value	School application	Areas of development
Leadership	We want our students to understand the importance of healthy leadership and enable them to develop their own leadership skills. In John 10, Jesus presents himself as the ultimate leader, encouraging people to follow him, and follow his example.	•Emphasising the importance of humility •The importance of becoming people of integrity and character •Emphasising the importance of being well-rounded people
Integrity	Our focus as educators in a church school is not simply to deliver an outstanding education or encourage students to think deeply. We want our students to be people of action and indiscriminate good works, which benefits both individuals and the community.	•Helping students be considerate of the needs of others •Encourage students to put their positive words and thoughts into action •Explore the idea of selflessness
Fellowship	Just as Jesus called his followers to create communities of faith from those inside and outside the Jewish traditions, we want to create a community spirit where students from all backgrounds and walks of life are unified in their belonging to the Gryphon School community, the Sherborne community and the global community.	•Be proactive members of a community •Developing a culture of unity and diversity •A community focus which extends beyond school
Exploration	We want to encourage our students to explore academia, ideas, theories, faiths, challenge their preconceptions and make up their own mind. The discussion and debate regarding Jesus' healing of the blind man (John 9: 16 & 10: 19-21) provides a framework for this value.	•Encourage our students to think, especially about the big questions in life •Develop a culture of agreeable disagreement

What does our Gryphon LIFE Christian Ethos look like in Teaching and Learning?

The Gryphon LIFE is a set of Christian values that fully underpin all aspects of the school especially within *Teaching and Learning*. It's essential that all teaching and learning aims to instil the Gryphon values of leadership, integrity, fellowship and exploration at all times. All departments and teachers are aware of this responsibility and all Heads of Department show how they incorporate our values within everyday life and practice. Below are examples of how the Christian values are embedded into daily life of *Teaching & Learning*. This list is not exhaustive, and each department has its own independent version available to stakeholders on request.

Leadership in Teaching & Learning

The action of leading a group of people or an organisation.

“Act justly, love mercy and walk humbly” (Micah 6: 8)

Confidence to lead other students in new task	Directing group performances	Being a reading champion	Leading by example
Taking the initiative in managing classroom tasks, e.g. handing out books	Creating a design concept for your group’s performance	Reading aloud and contributing in lessons	Sixth form leadership roles
Taking the lead with answering questions, deepening learning and student understanding	Leading rehearsals	Being a 6th Form reading mentor	Oracy Debates
Taking ownership of their work and responsibility for their learning and revision	Tutoring Younger Students	Leading group work	Department Ambassadors
Sports Team Captains	Confidently Articulating Your Ideas	Sports Peer Mentors/Sports Ambassadors	Showing initiative
Primary School Sports Leadership/Open Evenings	Leading problem solving Discussions	Classroom roles and responsibilities	Understanding the needs of others

Integrity in Teaching & Learning

The quality of being honest and having strong moral principles.

“Make yourself an example of good works with integrity and dignity” (Titus 2: 7)

Respecting others’ rights and views	Respecting peer and school equipment	Completing homework on time to best of ability	Being equipped for all lessons
High levels of attendance	Independent Study	Making the right choices in lessons	Sportsmanship in Lessons
Acts of kindness, friendship and empathy	Organisation and punctuality	Successfully following the acceptable use of ICT policy.	Valuing Great Wrong Answers
Listening to other viewpoints in discussions	Open and honest atmosphere & environment within the classroom	Value of accepting different historical interpretations	Mentoring
Aiming for Track my Read rewards	Positively engaging within class discussions	Always striving for excellent presentation	Self-reflection via purple pen tasks
Being a Student of the Week	Displaying kindness and empathy within group dynamics	Accepting that mistakes are part of learning and developing	Revising thoroughly for all assessments

Fellowship in Teaching & Learning

Friendly association, especially with people who share one's interests.

“Do to others what you want them to do to you” (Luke 6: 31)

Attending extra-curricular clubs and revision sessions.	Getting actively involved with community projects, competitions and initiatives	Collaborating well within group work	Respecting silent reading
Supporting the department at open evenings by talking to parents / students	School Trips throughout all years	Supporting out of class events, <i>e.g. backstage crew or open evening</i>	Making contributions to group work
Collaborating with others to improve your performance and level	Work experience – giving back to local providers	Fully preparing for assessments including learning lines	Developing awareness of equality, equity and discrimination
Modelling students how to be modern citizens of the world	Collaborative Problem Solving	Co-operating with assigned partners	Showing empathy
Sports Awards Evening and Recognition	Valuing Your Peers' Answers	Skills for Life Curriculum	Volunteering

Exploration in Teaching and Learning

The action of exploring an unfamiliar area.

“Ask and it will be given to you; seek and you will find; knock and the door will be opened to you”
(Matthew 7: 7)

Research & Independent work	Y6 Transition and Y9 options support	Practical work	Debating issues in society
Going beyond the curriculum	Y6 Transition to Nurture	Asking good questions	Challenging social norms and the status quo
Wider Reading and creative writing to explore historical issues	Learning from mistakes to find a way forward	Being inquisitive	Exploring new perspectives and worldviews
ECO Committee	Encouraging independent learning	Engaging openly with opinions different to your own	Working outside of your comfort zone
Practical field work KS3-5	Gifted and Talented Programme/Inclusion Events	Attending school clubs and opportunities	Reading widely around the subject
Residential	Gifted and Talented Programme/Inclusion Events	Sports fixtures	Debating issues in society

4. The Gryphon LIFE: Literacy

Aims

At The Gryphon School, we firmly believe that good literacy skills are the key to unlocking student potential and future happiness. Our students' success can be limited by their ability to read, write, speak and listen, which is why we place such importance and value on literacy. We understand that to have a positive impact on student literacy, all staff and subjects must explicitly teach and model better literacy skills in every lesson and day. Every subject must improve its teaching of how to read and write like a geographer, mathematician, artist etc. Improving literacy is one of the Gryphon's Teaching and Learning LIFE priorities, linking to point three of the Teacher's Standards in 'demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.'

Literacy at the Gryphon is broken down into the following:

Disciplinary literacy/oracy

- Over the course of the year, the literacy lead will cascade best practice in teaching reading, writing and oracy to department literacy leads and HODs.
- Whole school T & L sessions, HODs meetings and department meetings are all used to deliver current pedagogical research from experts such as Alex Quigley, Jennifer Webb and Voice 21, along with good practice observed in primary feeder schools.
- The Gryphon School is currently in the 2nd year of a 3 year cycle of literacy improvement: In the first year the focus was on reading, the second year is looking at oracy and the third year will aim to improve writing across the school.
- Specific areas of focus are the teaching of tier 2 and tier 3 vocabulary, enhancing students' reading skills, especially fluency and comprehension, and the use of teacher and student talk in lessons to maximise learning.
- Staff are encouraged to use coaching language, in particular the GROW model, when talking to colleagues about the teaching profession and in meetings.

Reading:

- All KS3 students have one fortnightly 'reading for pleasure' lesson within the English curriculum – their reading is logged using the online 'Track My Read' programme. Rewards are given at the end of every half term.
- All KS3 students will read at least one challenging novel at a fast pace during their English lessons, following the Sussex University research about improving reading ages.
- All students have access to the Learning Hub during one lunchtime and tutor time per week.
- All tutor groups have a book box and have a dedicated DEAR (Drop Everything And Read) session once a week. Students have the choice to use a book box, use Audible to listen to audiobooks, use the Learning Hub to change books and read independently.

- All Year 7 students are screened for reading and spelling, with students scoring below 85 retested regularly.
- We have 6th form reading champions, who hold weekly paired reading sessions with targeted year 7 students to improve their confidence and fluency.
- Specific intervention with a specialist TA is available to all students by teacher referral.
- Literacy profile assessments are available for all students via SENCO referral.
- There is a robust screening system for access arrangements.

Nurture Provision

- The Nurture program is a literacy intervention in itself, with bespoke learning sequences built into the curriculum to develop weaker areas. There is a focus on literacy in every lesson.
- All students' reading and spelling ages are tested on arrival and bespoke phonics interventions put into place immediately.
- All read to an adult regularly.
- All students are explicitly taught spelling strategies throughout the curriculum.
- Qualified speech and language therapists and HLTAs work with specific students.

Extra-curricular Opportunities

- We promote effective oracy skills through entering national competitions, e.g. Poetry by Heart. All Year 7s have the opportunity to learn and perform a poem of their choice in a dedicated assembly – we have had several students shortlisted to perform at The Globe theatre.
- We participate in national and international events like National Poetry Day and World Book Day, holding treasure hunts, book talks, book clubs, writing clubs etc.
- Public speaking is promoted – a weekly club is run by student champions. They prepare for debates and competitions against other local schools through the Youth Speaks programme.
- Many Gryphon students have taken part in TEDx Youth events over the last 5 years. Several students have also delivered speeches to national oracy conferences.

5. Aspiration

At the Gryphon School we firmly believe that student aspiration is crucial in ensuring that all students live in all of its fullness. Raising aspirations can boost academic achievement and improve social mobility and therefore the life chances of all students. The raising of aspiration is at the core of all teaching and learning and all daily lessons.

As part of our vision we ensure that our students have the skills and qualifications needed for their next steps, whatever they may be. We work hard to ensure that students are supported in making

decisions about their futures. In addition the Gryphon also aims to raise aspiration in the following ways:-

Aspiration through PSHRE

In PSHRE we want all students to be aspirational in their lives, particularly in their plans for the future. Through our careers programme we want all students to seek to achieve their full potential and to raise awareness of the many possibilities available to them. We want students to flourish in all aspects of their lives, to be healthy, well informed citizens who feel equipped to make decisions about their lives, both whilst in school and beyond their time at the Gryphon. As teachers of PSHRE our aim is to provide inclusive and aspirational PSHRE education where pupils thrive, are able to ask questions about the world around them and build the resilience and awareness they need to make aspirational choices about their own futures.

Early Entry Oxbridge Programme

The Early Entry and Oxbridge Programme runs from the start of year 12 until the first half-term of year 13. Students are supported in understanding the requirements of applying for Oxford, Cambridge, medicine, dentistry or veterinary science. We work very closely with Sherborne Girls' and Boys' schools and run a variety of extra-curricular activities to prepare students for the interview process they will need to go through.

Challenge Plus

Challenge plus is a program designed to extend and enrich the cognitive skills of our most able students. It encompasses a number of internal lessons delivered by specialist staff members in subject areas they excel in. Lessons are designed to be outside the national curriculum content and focused on the higher aspects of Bloom's taxonomy where students are continuously asked to explain, justify, evaluate and imagine ideas and concepts through exploring unexpected and challenging situations.

6. Extra-Curricular

A key element of life as a 10:10 school where we live LIFE to the full is the extracurricular opportunities available to our students. At the Gryphon school we place huge importance on extracurricular activities and we encourage all students to get involved and find their own path whether it be academic, sport, Duke of Edinburgh, music, drama etc. We understand that taking part in extracurricular activities builds students confidence, self-esteem, social skills, leadership, aspiration, physical and mental health and reinforces positive social behaviours.

Students at the Gryphon school can take part on a wide range of sporting clubs afterschool, and students take part in fixtures across the county and beyond. Our music and drama department provide opportunities to perform in school productions, dance performances, orchestral and choral concerts and so many more. Additionally, there are a variety of clubs running, both at lunch time and afterschool, from Eco club and Pride to Chess club and Art club. Our Adventurous Training provision also allows students to take part in Duke of Edinburgh and Ten Tours programmes across year's 9-11.

At the Gryphon school we have an extensive programme of school trips that run each year. These trips include local visits to Sherborne Old Castle and Sherborne Abbey, trips across the UK to places such as Lulworth Cove and Shakespeare's Globe and also residential visits to places such as Berlin, Morocco and many more.

We pride ourselves on providing as many opportunities as possible to our students and allowing them to truly live life to the full at The Gryphon School.

7. Additional Support, services & gateway

Our vision at the Gryphon is that every child reaches their potential regardless of background or educational need. We do this by having a brilliant team including specialist teachers for literacy, highly trained support staff, ELSA workers, and an Educational Psychologist. We all work together to support the young people at the Gryphon to achieve their goals and leave us prepared for the next step of their adult lives.

High Quality Teaching in all classrooms is essential and is the first step in meeting all student needs, including those with SEN. For students who need further support we have an excellent team of Learning Mentors and a range of interventions including: SpellZone, IDL, Phonics support, pre-teaching, Lego therapy, 1:1 Literacy and Numeracy, Social Skills groups, 1:1 ELSA/ Counselling, Speech and Language interventions, Strength and Shine, and access to the Haven.

For students with more complex needs, we offer Nurture provision. The mission of Nurture is to raise academic standards, with particular emphasis on literacy, whilst providing children with a guiding and nurturing environment in which they feel safe, secure and supported. Students are taught literacy subjects (English, History, Geography) by specialist Nurture teachers, trained in supporting those with additional needs and those with literacy deficits, in small groups. These students have nine English lessons each fortnight, providing time for early reading interventions, literacy catch-up and our unique Skills for Life curriculum which develops our students' social and emotional skills, typing skills, organisational skills and other life and behavioural skills. They are taught the mainstream curriculum which is adapted for the needs of the students in each cohort, whilst maintaining high expectations of behaviour and attainment. Pupils make rapid progress, especially in reading, and the groups are popular with both pupils and parents.

Gateway is an Internal Alternative Provision (IAP) aimed at supporting and re-engaging students with complex needs or situations. Gateway is located within the Learning Support department of the school and is led by Ollie Wake (Associate Assistant Headteacher – Head of Inclusion). Bethan West (SENDCO) also works closely with the provision. Each lesson, Gateway is staffed by a qualified teacher that is highly skilled in relational practice and understands the impact of ACEs (Adverse Childhood Experiences) and trauma. Staff members range from members of SLT, HOYs and experienced teaching staff. Students with complex needs or situations are referred to Gateway via members of SLT or HOYs, following a variety of pastoral or multi-agency interventions. Students that access the provision have a range of different needs, including behavioural difficulties, SEMH issues and attendance concerns. Restorative and trauma-led approaches are implemented within the provision, with students encouraged to undertake work to help develop emotional regulation, active

self-reflection, and goal setting. This sits alongside academic work, with students completing tailored learning programmes, linked to SOW and subject specific learning journeys, where possible. We focus on core subjects (Science, English & Maths), alongside sport and enrichment (LIFE) sessions.

8. Technology, E-learning & parental communication

The Gryphon is continually looking for new and innovative ways to further improve the quality of teaching and learning on offer to our students. As part of this, a focus on Digital Learning has become a central component of the school. Our Digital Learning strategy aims to provide students, parents / carers with access to all learning resources online, as well as being able to access help and support when needed.

Students have access to a Portal which houses links to third party websites such as Microsoft Office 365 and Arbor where students can look at their daily attendance and behaviour. They can also access academic and pastoral resources from the portal. The portal can be accessed in and out of school.

Parents receive important communication from year teams on a regular basis via email, and the Headteacher issues a half termly newsletter. Other useful parent links such as WisePay, Arbor and Parents Evening bookings can be found at the Parent and Guardian Zone via the main school website: <https://www.gryphon.dorset.sch.uk/parent-guardian-zone/>

We help facilitate Digital Learning by having freely accessible WiFi around the school which allows students to connect to a range of services, such as their saved files, web browsing, printing and homework (Microsoft Teams).

Other Digital Learning strategies include promoting the use of technology across all subject areas, collaborative working with Microsoft 365 and the use of AI to enhance learning. We have a dedicated team of staff continually working on enhancing teaching and learning through innovative Digital Learning techniques.

Students have access to high specification computers throughout the school day including 8 Computer rooms each with 32 Windows PCs. We also have two Photography and Music IT suites which are equipped with the latest technology.

If students need help with their mobile device, access to the portal or any other IT issues, they can visit the IT Technicians in school, or email support@sast.org.uk. Parents should also use this email address to contact IT support should they need to.

More specific details of each area of the IT and Digital Learning policy can be found below.

Microsoft Teams

- 1) All teachers set regular homework (in line with homework policy) using Microsoft Teams. Each homework assignment will have a clear title, description and any relevant resources will be uploaded. Some teachers may choose to accept electronic homework submission. Some staff may choose to mark work online and provide electronic feedback.

- 2) HODs regularly monitor staff homework setting via the Teams Insights dashboard, accessible from the Microsoft Teams app.
- 3) Parents receive a weekly Teams 'digest' email which details which homeworks are due for the upcoming week and which homeworks have not been handed in, in the previous week.

Cover Lessons

- 1) For planned cover lessons, staff will record a PowerPoint slideshow which details instructions for each task, including time frames and include voice over recorded slides. PowerPoint slideshows will be saved and the location denoted on the cover lesson form which is given to the cover teacher.
- 2) Support and training for effective Microsoft PowerPoint slideshow recording will be given at INSET training for all staff. Resources for this are saved on the Digital Learning portal. (accessible via the main staff portal)
- 3) Cover teachers will locate the PowerPoint and play this to students during the cover lesson.
- 4) Teachers should provide SEND and seating plans as normal to Carole Duncan, 24 hours before the lesson.

Booking IT resources

- 1) Teachers can use the 'Resource booking' website via the Staff Portal to book IT rooms, iPads and other IT equipment. (e.g. projectors, cameras)
- 2) When booking iPads staff will clearly state the room required on the booking form.
- 3) When booking iPads staff will book no later than 7.30am on the required day.
- 4) IT rooms may be used for exams, be aware bookings may be revoked during exam periods.
- 5) Teachers will report any damage or malfunctioning equipment to IT support by emailing them at support@sast.org.uk.
- 6) Staff will ask students to check equipment and tidy computer workstations before leaving the room.
- 7) Teaching staff using an IT room during a lesson will constantly monitor student behaviour and deal directly with any misuse or damage to equipment.
- 8) Any damage to IT equipment will be dealt with in line with the school's behaviour policy.

Portals

- 1) Staff can use the GRY-All Staff teams chat section to share news, questions, advice, support materials and other school related items. Staff should check teams chat regularly.
- 2) Staff will share any news / notices for pupils using the daily notices PowerPoint which is shown at the beginning of Period 1 each day.
- 3) Staff will use the main Portal homepage to check important documents like briefing notes, cover lessons and sports fixtures details, before they start teaching, each day.
- 4) Office staff will use the SOOL (Students Out of Lessons) spreadsheet to check any students who are reported missing, before ringing home or alerting SLT-Callout.

Arbor

- 1) Teachers will take their class register and tutor time register within the first 10 minutes of each lesson. They will call SLT for any student (period 2 onwards) who is not present, without reason and has been marked present for previous periods.
- 2) HODs / HOYs / SLT will monitor registers and discuss any missing marks with staff members.
- 3) An automatic email will be sent for teachers who haven't completed registers. This will be generated by Arbor and will be manually activated each day by the attendance team.
- 4) Teachers will log all level 1, level 2 and level 3 positive behaviour events on Arbor.

- 5) Teachers will log all level 1 and level 2 negative behaviour events on Arbor and contact home when appropriate.
- 6) HODs will monitor department SLT callouts, and other behavioural actions within their department.
- 7) HOYs / SLT will enter level 3, 4 and 5 negative behaviour events on Arbor.
- 8) Tutors will check tutees' behaviour events on a daily basis and have conversations with tutees if appropriate. Tutors can do this via their class register each day.
- 9) Teachers will read all SEND information and learning passports via Arbor (Demographics and Educational Needs tab or via class registers / group lists via 'My Classes').
- 10) Staff will access class lists and sensitive information on Arbor with caution and only print documents where absolutely necessary.
- 11) Staff will NOT display any sensitive information via Arbor, on their interactive whiteboard / TV screens.

Parents' Evenings

- 1) All parents evening information, including dates and booking instructions will be e-mailed centrally two weeks before the evening.
- 2) One week prior to each evening a reminder will be sent to all parents who haven't booked an appointment.
- 3) Social media channels such as Facebook and Instagram will be used to advertise the parents evening information.
- 4) HOYs / DHOYs will be informed about each communication that is sent home and sent a copy of emails / social media posts.
- 5) After each parents evening data will be collated and shared with ESLT / HOYs for perusal. Data will include % attendance and a breakdown of SEND, PP, FSM students who didn't attend. Appropriate actions will be discussed, and relevant parents contacted.

Parent Communication – news and updates

- 1) Staff who wish to share news from departments or year groups via the Gryphon Social Media accounts or school newsletters, should email write ups and photographs to news@gryphon.dorset.sch.uk.
- 2) Staff wishing to add news / notices to Year group parent newsletters (two weekly) should email them to the one point of contact (shared with staff on INSET day). These will then be shared with HOYs for distribution.
- 3) Annual school surveys will be sent out to parents via email on the same day as parents evening information is shared. Feedback and data from these surveys will be shared with ESLT and actions discussed within two weeks of the survey date.
- 4) Updates for the school website should be sent to news@gryphon.dorset.sch.uk.