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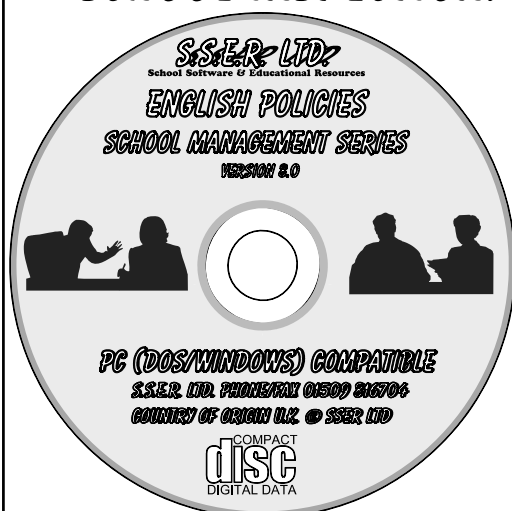
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THE ENGLISH DEPARTMENT HANDBOOK

Preface:

All staff in the English Department have had the opportunity to discuss and suggest ideas for the 'Department Handbook'. The discussion has proved a very valuable vehicle for sharing our experiences and aspirations. The Handbook is intended primarily for our own use - some policies are used regularly, e.g. the 'Assessment Policy' is used for report writing and reviewing the progress of students. Other documents are useful sources of reference. The documents and departmental operation are regularly reviewed, particularly as legislation changes, new initiatives are taken on and OFSTED/OHMC1 summary reports are published. The Handbook is word-processed and held in a ring file to allow for easy amendment and continual development. One copy is held centrally by the Head of Department and another by the Head Teacher - this one will be available for visiting OFSTED inspectors, students, governors, parents, etc. Another copy should be kept in the Staffroom for staff reference. The Handbook should also be provided for each member of staff in the department. Those entries for which there is an example in the SSER resource pack are marked with an asterisk, i.e.*

Section A - Introduction

- Aims and objectives of:
 - School and
 - the English Department. *
- Description of the departmental curriculum, e.g. percentage time allocations, timetable slots including any lessons conducted in extra-curricular time.
- Description of the departmental organisation - with respect to staffing and students.
- Links with other departments and involvement in cross-curricular themes/events.
- Involvement of the English Department in extra-curricular activities, clubs, etc. *
- Liaison with other schools - including primary, upper schools/colleges, further education, etc.
- Communications with Parents/Guardians. *
- Links with the Community and any use of local resources.

Section B - Staff

- Staff lists (teachers and support staff) to include job descriptions and responsibilities.
- Special needs support - to include a timetable showing their allocation. *
- Policy on timetable/teaching group allocations to staff. *
- The current year's timetable for each member of staff (teachers and support staff)).
- Policy for covering absent staff. *

Section C - Policies

- Assessment policy: *
 - principles. *
 - formal assessment (NC.). *
 - informal assessment (for classwork, homework and completion of coursework). *

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English Policies (Ver. 8.0)

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SCHOOL - ENGLISH DEPARTMENT AIMS AND OBJECTIVES.

These aims and objectives relate directly to the aims of _____ School.

These aims relate directly to our Schemes of Work and the general requirements of the National Curriculum Attainment Targets for English (AT.1-Speaking and Listening; AT.2 - Reading; AT.3 - Writing) to which all colleagues must now refer for detailed requirements.

Aims:

- 1.a) To maintain and/or stimulate lasting pupil curiosity, interest and enjoyment in English. To create an atmosphere where pupils wish to learn, so that they come to enjoy English, because they are active participants in it, and where staff enjoy teaching, so they give of their very best. This will enable each pupil to achieve his/her potential in a variety of situations, using all available resources appropriately, to ensure the highest level of achievement for each pupil.
- 1.b) To develop the habit of reading and encourage pupils to value reading as a pleasure and as an important skill for life.
- 2.a) To enable pupils to be familiar with a body of knowledge, principles and vocabulary in standard English.
- 2.b) By exposing pupils to a wide range of material (both literary and media) we aim to enable pupils to see English as:
 - i. a major cultural feature;
 - ii. part of a wider body of knowledge and skills.
- 3.a) To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.
- 3.b) To enable pupils to work independently and as part of a team in varied activities, so as English contributes to the development of core skills such as ICT, reading, writing and speaking.
- 4.a) To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to English and to experience success and enjoyment in their work.
- 4.b) To value each individual and so encourage each pupil to feel the value and worth of others. In doing so, to encourage empathy, so that each pupil approaches issues of Race, Gender and Ability with tolerance and insight.
- 5.a) To develop an awareness in pupils of the implications of English (past and present) for the individual and the local, national and international communities.

SCHOOL - ENGLISH DEPARTMENT ASSESSMENT POLICY.

The following skills are used for assessment of completed pieces of extended work. In order for the pupils to be prepared for success at GCSE the skills are categorised into four standard skill areas - this categorisation process should not be seen as being too prescriptive as, e.g. communication skills can be demonstrated at all stages of an assignment. A fifth skill area (**Other Skills**) is used for internal assessment purposes only as these do not feature in formal assessment for external examinations.

N.B. ICT is used to explore, develop, model and communicate ideas - refer to the policy on ICT for further details.

Skill Area - Exploring and Developing Ideas (Planning):

Organisational Skills - to plan the allocation of time and resources (prioritising actions and reconciling decisions as the work develops), to carry out work in an ordered sequence and to organise information coherently.

Design Skills - the ability to respond to criteria and to produce a finished piece of work that matches those criteria. The ability to develop outline plans for the piece of work, and to make design decisions - considering issues such as:

- aesthetics;
- the needs and values of intended audience/users;
- moral, economic, social, cultural and environmental considerations;
- effective use of time.

Skill Area - Obtaining Evidence:

Observing/Recording Skills - the ability to observe, identify, select, collect and accurately record relevant ideas/information by a variety of methods.

Communication Skills - the ability to describe and explain information clearly with good use of the English language and correct use of technical terms and techniques. Extended writing to describe the work, methods, results, evaluation and discussion. The extended writing should:

- a. have a plan;
- b. have a draft;
- c. have a revision;
- d. be proof read;
- e. have good punctuation, spelling and handwriting;
- f. finally be well presented.

Skill Area - Analysing Evidence and Drawing Conclusions:

Interpretative Skills - the ability to extract, process, analyse and interpret observations and information from a variety of sources, e.g. pupils should use inference and deduction in an imaginative response to a stimulus.

Conceptualising Skills - the ability to identify technical questions and to form a concept or to generalise what has been understood so that an idea is clearer and easier to explain and.

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SCHOOL - ENGLISH DEPARTMENT. INFORMATION AND COMMUNICATION TECHNOLOGY

Category 4 - Reviewing, modifying and evaluating work as it progresses

Pupils should be:

- able to judge when to use ICT to collect, handle and investigate scientific information.
- aware of the many possible applications of ICT.
- aware of how ICT can be used to do things which can also be done in other ways.
- share their views and experiences of ICT with their peers and others using relevant terminology.
- critical of their own work and that of others so as to review what they have done and to help them develop their own ideas.
- able to describe the effects of their own actions.
- able to consider and discuss how they might improve their own ICT work and capabilities.

Much of the work in the Department is subject specific but wherever possible pupils are encouraged to use the skills acquired in other areas of the Curriculum to enhance their work. The main emphasis for English, is on communicating and handling information. English supports development of the 'core skills' within Year 7 and then plans for one piece of work per half term for all years to be completed using I.C.T. The following brief examples show how I.C.T. is integrated into our schemes of work for pupils in Key Stages 3 & 4:

Level 3:

Pupils are asked to present their work using a word-processor. The work involves formatting (fonts, headings, margins, paper orientation), printing, saving and opening a file or files.

Example: A name acoustic to involve formatting the first letter of each sentence to enable the reader to see the author's name down the left-hand side of the work. The task also involves selecting a style to fill, sensibly, an A4 sheet of paper (portrait).

Example: A short story to encourage the pupils to use the computer properly when using paragraphs, to emphasise the importance of including their names on every piece of work sent to the printer and to select a format which allows the heading to stand out in their final piece of work.

Example: Where does that comma go? A basic exercise in editing a piece of prepared text to indicate where the commas should be placed.

Level 4:

Pupils begin to combine text and graphics. A short story or poem which includes a picture or whose headings are boxed. They are expected to use some of the tools available to them such as the print preview, spell-checker, thesaurus, headers and footers. They would be expected to save their work using relevant file names.

Example: A short story to include an illustration which may be produced by themselves (depending on time available) or imported from a clip-art bank.

Example: A letter written on a personalised letterhead. The letterhead would have been produced as a homework and saved in readiness for the next lesson. It would involve the use of print preview, graphics (borders) and a footer. The letter would then be added and placed to appear balanced.

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SCHOOL - ENGLISH DEPARTMENT STAFF TRAINING POLICY (INSET).

The Department's policy for INSET respectively incorporates policies concerned with the induction of a newly-qualified teacher (NQT) and with INSET provision generally, and in both cases, wherever appropriate, follows the overall policy of the School. When designing and implementing an in service training programme it is important to analyse the expressed needs of all staff involved. This may be done by use of a survey of individual, Departmental and Curricular needs. There are three groups of people that need to be involved:

- (i) the Department Staff;
- (ii) those involved in staff development and training;
- (iii) those responsible for school management including the Governing body.

Five areas are particularly of concern in the design and implementation of the 'In Service Training' programme:

- (1) **Are the School and Department Aims and Development plans being implemented?**
- (2) **Are staff allowed to consider their role as described in the School Handbook and relevant policies?** All staff need to be prepared to evaluate their own performance and skill, putting themselves in the position that their pupils are in as learners. By doing so the staff will become increasingly aware of their role and the ways in which that role can be made more effective.
- (3) **Are staff allowed the chance to develop the required skills?** A useful approach to helping staff develop such skills is first and foremost to help them identify the skills they already have, perhaps by some form of self-rating check-list.
- (4) **Are staff given enough time and opportunities to prepare adequately for their role?**
- (5) **Are staff trained sufficiently to ensure that appropriate provision is maintained in the absence of certain staff?** Each member of the Department participates in the decision making process but in addition is able to take on organisational roles, if they wish, to help in the development towards a Head of Department role in the future.

Funding:

1. The Department bids for and receives an INSET budget each year. The bid is closely allied to the Department's and the school's Development Plan. The budget received may be in the form of money or number of hours. The amount allocated for the current academic year is £ _____.
2. The Head of Department works with the Department to produce a detailed INSET plan. The focus is manageable and realistic to allow targets to be reached each term/year.
3. Extra hours for INSET are also available when the Department is able to support Initial Teacher Training. The allocation of such funding is again negotiated with the Department to ensure the most cost effective use of the total available funds. Combination of funds from several sources and headings are used to give greater flexibility to the INSET budget. (see policy on Finance for more details)

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SCHOOL - ENGLISH DEPARTMENT LITERACY & NUMERACY - DESIGNING/CHOOSING RESOURCES

Great care must be taken when staff design or select resources for use in the classroom. Specific criteria will need to be met with specific teaching groups although the following general points indicate good practice. In addition to the following criteria differentiation within the classroom is essential if all pupils are to be enabled to reach their true potential. Reference should therefore be made to both the School and Department policies on Differentiation.

Assessing The Readability/Reading Age

Staff should only purchase books/resources that have a stated reading age that is appropriate to the target pupil group. If the reading age is not stated then one of two methods should be used to ascertain the reading age:

1. Use Flesch/Kincaid reading age for your own worksheets and/or perform a 'readability' test.
2. Use a very simple readability test which can be carried out to ascertain whether a child can read a textbook and to what extent help may be required.
 - Select a passage from the book (about 200 words).
 - Omit at regular intervals every 5th or 6th word.
 - Instruct the pupil to read the passage and fill in words that make complete sense.

A 60% or above accuracy means that the pupil can use the book without any help. Between 40% and 50% means that the pupil could use the book with some help. Below 40% means that the book is too difficult for the pupil.

If there appears to be more than one suitable book, then the pupils should be asked which they prefer to use.

The following criteria should be considered when deciding upon the structure and content of the final publication - this applies equally to resources produced by publishing houses and to those produced within the School.

Have you considered the pupils' needs?

- consideration must be given to pupils with Special Educational Needs;
- discuss the structure/suitability with the SENCO;
- try and introduce new concepts within familiar contexts and/or settings;
- provide plenty of clues, cues, examples and opportunities for repetition and reinforcement;
- use small learning steps;
- give plenty of opportunities for success - this can be linked to a Record of Achievement;
- allow for the non-artistic, e.g. tracings, dry transfer, copyright-free books.

Have you prepared the pupils adequately?

- before asking a pupil for a piece of formal work, allow opportunities for discussion and for expressive writing;
- allow opportunities for making notes, drafting and redrafting before the final version - homework is an ideal opportunity for such work;

SCHOOL - ENGLISH DEPARTMENT LITERACY ACROSS THE CURRICULUM - GENERAL

INTRODUCTION

Literacy can be simply defined as 'the ability to read and write'. In the educational sphere it must also incorporate speaking and listening - correspondingly this policy refers to the development of good language skills (speaking, listening, reading or writing) rather than to a narrow definition of literacy. In addition to the more formal methods of teaching reading, writing, grammar, and spelling, language skills are taught within a variety of curricular contexts by meaningful and relevant activities. Only then can we ensure that our pupils become literate and that they enjoy language and communication in all their forms. Well structured lessons and courses of study enhance a pupil's ability to read, write, speak, listen and comprehend and will support attainment in the N.C. English requirements for Reading, Writing, Speaking and Listening.

AIMS

- a. The Department aims to contribute towards the development of good language skills and a level of literacy that enables pupils to:
 - understand spelling systems and use them to spell and read accurately;
 - have fluent and legible handwriting;
 - have an interest in 'printed words' and their meanings;
 - have a growing vocabulary that can be used to aid their comprehension and expression, e.g. when trying to understand and discuss their own and others' reading and writing;
 - have growing powers of imagination, creativity and critical awareness;
 - enjoy reading and writing and in so doing exhibit confidence, fluency, enjoyment and comprehension;
 - utilise a variety of reading cues (phonetic, graphic, syntactic, contextual). This will enable pupils to monitor their own reading and correct their mistakes;
 - be able to plan, draft, revise and edit their own writing;
 - be able to write about a range of texts (fiction and non-fiction) exhibiting a sound knowledge and an ability to evaluate and justify their preferences;
 - know about the ways in which narratives are structured, i.e. setting, character, plot, etc;
 - know about and be able to write in, a range of fiction and poetry genres.
- b. To support the Whole School's move towards more interactive teaching with whole classes and groups.
- c. To support the Whole School's management of literacy through target setting linked to systematic action planning, monitoring and evaluation.
- d. To help the Department to audit its provision for literacy.
- e. To identify specific needs such as the need for out-of-school courses and in-school support for professional development.

Language development must be a continuous learning process, and not be confined to any one particular Key Stage. It can be assessed across a broad range of activities. Certain skills can be revised continuously in order to refine pupils' language development.

Children come to school with very different language experiences, capabilities and skills. Some start with the ability to read and write, and speak more than one dialect. Others have very little knowledge and/or language skills. It is important that teachers use a child's experiences/skills in order to improve their capabilities - the School's schemes of work reflect this.

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SCHOOL - ENGLISH DEPARTMENT LITERACY - SPELLING POLICY.

1. Introduction.

Opportunities should be taken in every curriculum area to promote a positive approach towards more accurate spelling. Every teacher must be aware of the importance of creating opportunities for pupils to improve their spelling. It is also important that both parents and pupils have access to a practical whole school policy on spelling. Therefore parents should be provided with a copy/version of this policy. This policy, designed for staff, parents and pupils, gives practical advice and information about how pupils' spelling can be improved. Good spelling is important in writing:

- it eases communication and understanding;
- it creates a good impression and can help career prospects;
- it frees the writer to be more expressive;
- it can prevent the writer's ideas being quickly dismissed, as they may be if the spelling is wrong.

There are some fundamental principles on which this policy is based:

- correct spelling is crucial in any form of written work, be it hand written or computer generated;
- spelling is a skill that can be taught and learnt;
- spelling failure can occur throughout the ability and age range;
- all pupils can improve on their spelling as long as:
 - i. they are shown how;
 - ii. they are willing to learn;
 - iii. they have confidence in their ability to improve and do not see themselves as poor spellers. The dangers of the self-fulfilling prophecy cannot be over-stressed.

Every teacher must be aware of the importance of creating opportunities for pupils to improve their spelling. Pupils will obviously learn some language which is specific to particular subject areas, e.g. polygon, chemical, volcano. If spelling is not taught well, pupils' written work may deteriorate, i.e. they may become worse at using their existing knowledge about word structure and dealing with new words.

Opportunities should be taken in every curriculum area to promote a positive approach towards more accurate spelling. It is also important that the School has a clear, manageable whole school policy on marking - see separate policy.

2. Improving spelling.

Perhaps the most important aspect of helping to improve spelling is to try to ensure that pupils do not see themselves as poor spellers who cannot be taught how to improve. It may be that they do not have a good memory for certain things, such as the order in which letters should go. However with commitment and hard work from the pupil, with the right kind of help, with lots of support and encouragement, and a belief that they can learn to spell better, they will become competent spellers.

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SCHOOL - ENGLISH DEPARTMENT PERFORMANCE MANAGEMENT

Aims:

Performance Management is making effective use of the workplace for the learning and professional development for all staff. In so doing the Performance Management process aims:

1. To support the effective implementation of other policies designed to raise pupil and staff achievement and other relevant aspects of the School's aims and objectives.
2. To contribute to the valuing and nurturing of the work produced by every individual (staff and pupil).
3. To enable teachers:
 - i. to work in an environment which encourages and enables personal and professional development to take place;
 - ii. to have their training, development and career needs individually identified and supported and linked to specific targets and the School Development Plan;
 - iii. to be more effective professionals with appropriate knowledge and skills e.g. to gain further/higher levels of academic/professional qualifications or more simply to enhance teachers' own general learning opportunities;
 - iv. to play a full role in creating a learning culture at the school and thereby to improve pupils' achievements and the quality of their education.
4. To facilitate the monitoring of teachers' progress and improvement and not to form part of disciplinary or dismissal procedures.
5. To publish standard documentation for use by all staff to ensure fairness and consistency and have regard to equality of opportunity for staff to achieve their full potential. Staff must not be discriminated against because of their age, disability, gender, nationality, race, religion, sexual orientation, or because they work part-time or are trade union members or representatives.

SECTION 2: ROLES AND RESPONSIBILITIES:

a) The role of the governors

- i. Develop a set of comprehensive employment policies and procedures which are consistent with the school's values and which reinforce high performance.
- ii. To understand the purposes and priorities of professional development and to be better informed of expectations when appointing staff.
- iii. To acquire a broad and thorough understanding of the education process nationally and in this school.

b) The role of the LEA

- i. Provide a proactive employment relations consultancy service to senior management offering practical advice and solutions to employee relations issues.
- ii. Work with all interested parties to manage the transitional change of Performance Management.

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SCHOOL - ENGLISH DEPARTMENT THE ORGANISATION OF EDUCATIONAL VISITS

INTRODUCTION:

This policy is not definitive and should not be taken as an authoritative interpretation of the law. However, it does conform to the legal framework set out in the booklet, Safety in Outdoor Education (1989) (DfEE), the DfEE Circular 22/94 Safety in Outdoor Activity Centres and the booklet Health and Safety of Pupils On Educational Visits 1998. The Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1992, have also been considered in formulating this policy.

SECTION 1 BEFORE THE VISIT

Exploratory/preliminary visits

All visits will benefit from an exploratory/preliminary visit if the visit is not a regular event. For outdoor activities the exploratory visit is absolutely necessary for safety reasons but also for reasons of sound educational planning.

Exploratory visits contribute to overall planning by ensuring that the venue:

- can be assessed with regard to its ability to meet the aims and objectives of the visit;
- can be effectively assessed for risk;
- can cater for the individual needs of the group;
- can direct the visit's itinerary to make the best use of the venue's educational potential.

Exploratory visits contribute to overall planning by ensuring that the Group Leader:

- is familiar with the geographical, logistical and social aspects of the venue;
- has obtained names and addresses of other schools who have used the venue;
- has met staff at the venue and has obtained advice from them.

If the venue for the visit is not familiar to an instructor or prospective group leader then an exploratory visit must be undertaken if:

- the visit is abroad or;
- the visit involves a residential element or;
- the visit involves outdoor activities, e.g. caving, climbing, hill walking, trekking or watersports.

Many visits are straight forward repeats of a previously successful visit but with a different group of pupils. However many factors at the venue can alter during the course of the year, e.g. museum displays may change, pollution may appear on a shoreline and the weather is likely to be totally different from a previous year. For these reasons it is still good practice to conduct an exploratory visit in order that planning and risk assessment are effective.

If an exploratory visit really is not possible then the Group Leader should obtain written information from the venue, from other schools who have recently visited it, and from

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