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The Music Department - Handbook

PREFACE:

The contents of this Handbook have been determined following consultations with all current members of the Departmental staff. The contents are subject to frequent and regular review, and are amended as necessary, particularly in the light of changes in pertinent legislation, the adoption of new initiatives, or the publication of OFSTED/OHMC1 reports. In order to facilitate such amendments, the Handbook is word processed and held in a ring-file. A copy of the Handbook is held by the Head of Department and two copies by the Headteacher, one of which is the copy normally made available to visiting inspectors, governors and parents. Each member of the Departmental staff has been provided with a copy, and another has been placed in the Staff room for general staff reference. Those entries for which there is an example in the SSER resource pack are marked with an asterisk, i.e. *

Section 1: INTRODUCTION

- Aims and objectives of: i. The School ii. The Music Dept. *
- Implementation of the Departmental curriculum: list of courses offered; number and sizes of pupil groups; percentage time allocations; extra-curricular lessons, etc.
- Links with other departments and involvement in cross-curricular themes/events.
- Extra-curricular activities, e.g. clubs, visits. *
- Links with other educational institutions.
- Links within the community, local orchestras, choirs, etc. For parental liaison and involvement - see policy Section 3.

Section 2: STAFFING

- Departmental staff and their responsibilities.
- Teaching staff (with job descriptions, administrative and teaching responsibilities).
- The allocation of teachers to pupil groups (for policy see Section 3). *
- Current academic year timetables for:
 - teaching staff (see Appendix _)
 - special needs support: timetable showing staff allocation. *
- Covering absent teachers (for policy see Section 3). *

Section 3: DEPARTMENTAL POLICIES

- Policy for the allocation of teachers to pupil groups. *
- Policy for covering absent teachers. *
- Assessment policy: *
 - principles. * (ii) formal assessment (NC.). *
 - informal assessment (for classwork, homework and completion of coursework). *
 - recording and reporting assessment. *
 - target setting. *
 - marking. *

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Music Policies (Ver. 8.0)

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SCHOOL - MUSIC DEPARTMENT AIMS AND OBJECTIVES.

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

Aims:

1. To maintain and/or stimulate pupil curiosity, interest and enjoyment in music.
- 2.a) To enable pupils to be sensitive to, familiar with and confident in a body of musical knowledge, principles skills and vocabulary.
- 2.b) To enable pupils to see music as:
 - a major cultural feature that provides intellectual and aesthetic stimulation;
 - part of a wider body of knowledge and skills;
 - a source of pleasure and an important part of our leisure activities.
- 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 music contributes to the development of core skills such as I.T., reading, writing and speaking.
4. To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to music and to experience success and enjoyment in their music work.
- 5.a) To develop an awareness in pupils of the implications of music (past and present) for the individual and the local, national and international communities.
- 5.b) To allow pupils to develop informed opinions and to be able to support them by reasonable arguments.

Objectives:

These objectives relate directly to the above five aims for Music at _____ School and are intended to show how the aims are actually put into practice.

1. Staff should provide a variety of experiences/activities during a course of study and during a lesson if possible, e.g.
 - control sounds made by the voice and instruments (both tuned and untuned);
 - perform with others;
 - compose in response to a stimulus;
 - communicate musical ideas to others by means such as speaking and writing.
 - listening and appraising.
- 2.a) i. The National Curriculum Key Stage 3 and relevant GCSE.

SCHOOL - MUSIC DEPARTMENT ASSESSMENT POLICY.

In addition to the standard musical skills of performing, composing and listening many other skills developed in music are basic skills that are now reinforced across the School Curriculum by all subject areas, e.g. musical appraisal requires pupils to analyse, compare, evaluate, communicate, refine, improve, etc. It is these latter skills that are the basic skills that are also used for assessment. 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 by using software, clipart, internet-based resources, scanners, digital cameras, etc. Refer to the policy on ICT for further details.

Skill Area - Exploring and Developing Ideas (Planning):

Hypothesising Skills - the ability to predict, assess and to make judgements.

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. The ability to select and effectively/safely use appropriate instruments, equipment and processes.

Design Skills - the ability to respond to design briefs/criteria and to produce design specifications. The finished piece of work should match the design criteria. The ability to develop outline plans for the design, and to make design decisions - considering issues such as:

- aesthetics;
- the needs and values of intended audience/users;
- safety;
- cost (when selecting materials and equipment);
- ease of performance;
- 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 using correct musical terms and techniques with good use of the English language. Extended writing to describe the work, methods, results, evaluation and discussion.

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SCHOOL - MUSIC DEPARTMENT INFORMATION AND COMMUNICATION TECHNOLOGY

Introduction:

The Music Department provides many opportunities for reinforcement and consolidation of I.C.T. skills. In developing the use of I.C.T. in its various course programmes, the Department consults regularly with the School's I.C.T. Co-ordinator. Consistent with the general School policy, the Department seeks to help its pupils:

- to develop their understanding of the use and effects of I.C.T., and their skills and confidence in employing it;
- to become increasingly familiar with the hardware and software, and hence to become more aware of when and how to employ ICT in their work;
- to become increasingly and appropriately self-sufficient as learners.

Maintaining the whole school view:

The Department submits, to the I.C.T. co-ordinator its termly plans for using I.C.T. for each year group on a simple pro-forma. This is used to produce a yearly outline of how and where I.C.T. is being used. This is displayed in the staffroom to help departments plan and share ideas.

Hardware and Software:

The Department makes good use of the whole School I.C.T. facilities - including the network rooms and communication systems, e.g. the Internet and a local intranet. In addition the Department has its own specific hardware and software, i.e. several Pentium multimedia PCs interfaced with Yamaha MIDI keyboards, a laser printer and a colour inkjet printer. The Department employs a range of commercially produced software, including 'Music Workshop', 'Cakewalk Pro', Microsoft Instruments and the Composer collection and Works programmes. This range of hardware and software features, as and when appropriate, in all of the Department's courses, in order to provide pupils with ample opportunities to use and to enhance their I.C.T. capability. Our wide range of available resources facilitate pupils' experiences at a range of levels of sophistication. Pupils' ICT capability can be defined within four main categories. The delivery of ICT is via a broad 'Breadth of study' and in addition to the skills outlined in the following four main categories ICT is also expected that pupils will become aware of the associated educational, social, economic, industrial and safety implications of ICT and eventually be familiar with a wide range of hardware, software and other ICT tools.

Category 1 - Finding things out

Pupils should be:

- able to collect, retrieve and consider information and data from a variety of sources, e.g. people, books, databases, multimedia CD-ROMs, videos and TV.
- able to enter and store information in a variety of forms, e.g. in a prepared database and to save their work on both fixed and removable storage media.
- able to retrieve information from their saved work on both fixed and removable storage media.
- critical of the validity of information produced using ICT and be aware that the results may be affected by the use of inaccurate data or careless data entry.

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SCHOOL - MUSIC DEPARTMENT POLICY FOR IN-SERVICE TRAINING (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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THE MOST COST EFFECTIVE WAY TO DEVELOP MUSIC POLICIES!

SCHOOL - MUSIC 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.

PRINCIPLES:

The School is committed to incorporating educational visits and visitors (see policy on Clubs/Visitors) into its scheme of work, providing that they will enhance pupils' relevant understanding and experiences, and that their inclusion is practicable, considering the constraints of staffing, cost and time. Visits help to develop a pupil's investigative skills and longer visits in particular encourage greater independence. All staff in the School have the option to take part in visits. If for any reason they do not wish to participate they should be prepared to cover for others. Educational visits should be available to all of the pupils concerned, and should be organised accordingly, with particular consideration being given, especially when selecting venues and organising transport, to any pupils who have some sensory impairment or physical handicap. Just as all other elements in course programmes, educational visits should have clear, relevant and achievable aims and objectives.

A major consideration in the organisation of any visit must be the safety of the participants, and in this, as in all other respects, both the LEA, guidelines and the School policy must be complied with. The minimum adult-to-pupil ratio is dependent on the nature of the visit and the age of the pupils - staff must therefore check that they comply with all school and LEA, requirements and regulations. The organiser must be satisfied that the venue is a suitable one, with all that this entails, and, where applicable, that any officials from the venue who will be involved in the visit, are qualified and dependable.

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 resources.

SCHOOL - MUSIC DEPARTMENT INCLUSION POLICY - GENDER

Preface:

The growing number of contemporary musicians from both genders achieving success in a variety of musical styles helps to present a positive role models to both boys and girls. The camaraderie and equality of musicians at all levels is also used to further enhance the sense of equality of the sexes.

- The Department rejects the view that any aspect of Music is the preserve of, or more suited to, either gender.
- The Department aims to provide Inclusion for pupils within a broad, balanced curriculum, which does not discriminate against them because of gender.

Members of the Department, when devising and implementing their courses, strive to ensure:

- that what they teach and how they teach it promotes the concept of Music as an important and valued realm of human activity of potential concern to all people;
- that, via sensible discussion and argument, they seek to counter any gender oriented bias towards or away from the subject or any aspect of it;
- that no pupil is denied access to any of the courses provided, nor, under normal circumstances, is excluded from any of the activities involved;
- that course content and its implementation, with all that this entails, take account of the gender (as well as the abilities, ethnicity and social circumstances) of the participating pupils. In most cases this means, at the very least, devising tasks and providing exemplary materials that have the potential to attract and sustain the interests of both male and female pupils, and, where appropriate, devising tasks and providing exemplars that also appeal to the interests of pupils from more than one ethnic background;
- that, normally and overall, equal demands are made on all pupils (regarding, say, the distribution of teachers' questions); and equal value is placed on the contributions of all pupils (regarding, say, their responses to teachers' questions or their comments within a discussion);
- that stereotyping or bias by any individual, regarding the expected achievements of a certain gender, are avoided;
- that, in the Music rooms, there is no other form of discrimination against any particular individual or group.

- Members of the Department, when developing their resources, strive to ensure that:
 - they portray a world view as seen from male and female perspectives and thereby communicate how it may feel to be of another gender;
 - they are factually accurate and use up-to-date text and illustrations;
 - they do not:
 - stereotype individuals or groups;
 - equate men with being the dominant gender or women the subservient gender. However, such views, together with issues like that of the

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SCHOOL - MUSIC DEPARTMENT SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT.

The School takes an active approach in the development of Spiritual, Moral, Social and Cultural aspects of our pupils' education. This policy is reinforced by many of our other policies, particularly those concerned with the 'Code of Behaviour', Equal Opportunities, Sex Education, Drugs Education and Citizenship (q.v.). School inspectors can inspect and/or report on the four components of 'Spiritual, Moral, Social and Cultural' development (SMSC) either individually or collectively - for this reason every area of the School curriculum has planned opportunities, identified within its scheme of work, for each of the four components to be developed. In drawing up this policy due regard has been given to:

- consultation with parents, governors, teachers, school nurse and others in the local community. Copies of this policy have been made available to all concerned parties including the LEA, teachers and parents;
- the issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate);
- encouraging pupils to have regard to moral considerations and to appreciate the value of a stable family life, self-restraint, dignity, respect and to behave responsibly in personal matters.

Specific Aims:

The following aims reflect those of the School and show how SMSC development is delivered within the context of a structured curriculum. By its planned delivery of SMSC issues and values the School aims:

- To endow the pupils with positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills, and thereby enhance their personal and social development, e.g. we hope our pupils will be able to:
 - make informed decisions and evaluate socio-economic/cultural influences on their own behaviour and that of others;
 - appreciate their own culture and those of others and the diversity and richness that they bring to our society;
 - exhibit commitment and trust in human relationships;
 - develop an understanding of citizenship in its broader sense;
 - understand that we all have a contribution to make to SMSC matters;
 - reflect on their own experiences so as to develop their own spiritual awareness and self knowledge;
 - demonstrate self-esteem, self-awareness and a sense of moral and social responsibility.
- To allow pupils to experience events which can only be interpreted as spiritual, e.g. the 'tingling of the spine' when listening to certain pieces of music.
- To contribute to a comprehensive curriculum by collaborative planning which has a coherent structure, breadth, balance, relevance, continuity, progression and a global dimension.
- To deliver SMSC issues by a variety of teaching/learning styles (both passive and active) and to provide a motivating context in which an holistic and relevant approach to learning will reinforce and generalise concepts, skills and attitudes across the Curriculum.

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SCHOOL - MUSIC 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

- 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 (phonic, 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.
- To support the Whole School's move towards more interactive teaching with whole classes and groups.
- To support the Whole School's management of literacy through target setting linked to systematic action planning, monitoring and evaluation.
- To help the Department to audit its provision for literacy.
- To identify specific needs such as the need for of 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 poor language skills. It is important that teachers use a child's experiences/skills in order to develop and improve their capabilities - the School's schemes of work reflect this.

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SCHOOL - MUSIC DEPARTMENT STOCK CONTROL

SECTION 1 THE STOCK LIST & INVENTORY

The Department maintains a detailed inventory of its moveable non-capital assets, i.e. chemicals, apparatus, books, etc. To ensure effective stock control and security the Department has the following additional procedures relating to the acquisition, storing, borrowing and disposal of stock:

- the School office computer finance system provides regular updates to the stock inventory. The inventories identify the stock by description, quantity, location and date of purchase. For items that are constantly in use, e.g. apparatus/equipment the HOD is responsible for monitoring their usage and frequency of reordering;
- staff must 'sign out' any equipment that they wish to take home, e.g. a computer if they are not to be personally liable for any loss or damage and for the School's insurance to be active; all non consumable items are identified with an identity code and the School name in visible security paint and 'UV only' visible ink - whenever possible and/or appropriate;
- the stock and associated inventory/signing out list is liable to inspection by the Headteacher or an LEA representative with no notice given to the Department. An inspection will take place at least once per year and all discrepancies except minor ones (under £10 value) will be reported immediately by the Headteacher to the Governing body.

SECTION 2 PRINTED & AUDIO VISUAL STOCK

It is necessary to regularly evaluate, withdraw and dispose of printed and audio visual stock as necessary to:

- keep items relevant to the current National Curriculum and the broader curriculum;
- comply with DfEE, OFSTED and OHMCI reports and guidelines, etc;
- maximise the efficient use of shelf space;
- support the aims and objectives of the School and the School's policies on Equal Opportunities and more specifically those concerned with multicultural/anti-racist and gender/anti-sexist issues;
- identify the need to withdraw and/or dispose of existing stock and the need to order new editions/versions;
- utilise new technology (CD ROMs, audio-visual);
- have display stock that is both attractive and relevant to the pupils and which encourages them to learn.

Withdrawal of a text should be considered if:

- the stock item looks unattractive, i.e. is old, dirty, damaged or in generally poor condition;
- the stock item has not been borrowed or used for at least 5 years;
- the stock item gives unacceptable impressions about race, gender, religion, colour;
- the stock item is not relevant to departmental syllabuses/not needed for general reference stock;
- the stock item has dated knowledge, language, illustrations or images;
- the stock item suggests dangerous procedures or inappropriate behaviour;
- the stock item has a dated cover - a replacement cover may be a cost effective alternative and offers an opportunity for pupils to apply DTP skills to a relevant task.
- the stock item is inappropriate to the Curriculum, age or interests of the pupils, e.g. degree level texts;
- the stock item has been superseded by more recent editions/versions, i.e. keep new and immediately previous editions only;

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