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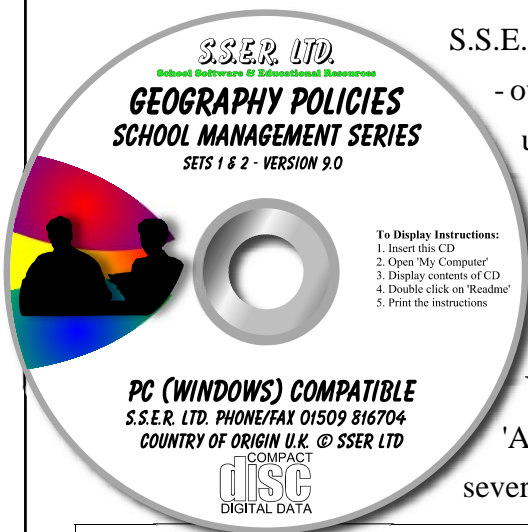
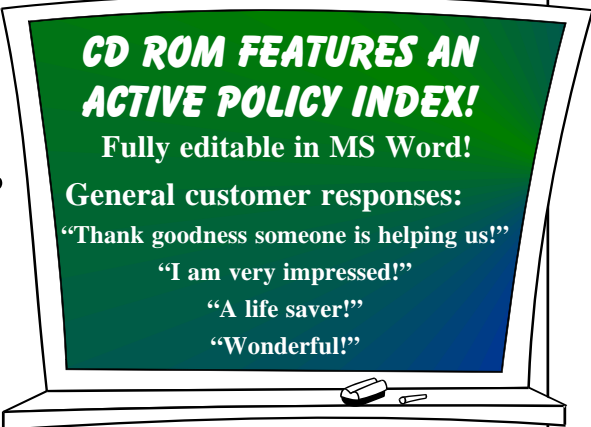
School Software & Educational Resources

HEAD OF GEOGRAPHY

GEOGRAPHY POLICIES

48 POLICES FOR SUCCESSFUL...

- DEPT. MANAGEMENT & INSET
- PROVISION OF DOCUMENTATION
- SCHOOL INSPECTION



S.S.E.R. is the U.K.'s leading supplier of policies to schools and colleges - over 99% of all secondary schools and colleges (State and Independent) use our policy resource packs! Deriving the structure for a policy can take as long as the discussion and writing process - we save you that time! S.S.E.R. policies are written by experienced Heads of Department and provide a professional and efficient way for you to write your own distinct policies and department handbook.

Version 9.0 is now in two sets and contains ten new policies such as 'Asking & Responding to Questions', 'Using Support Effectively' and several policies on Numeracy in Geography and updated job descriptions.

_____ SCHOOL - GEOGRAPHY DEPARTMENT
PERFORMANCE MANAGEMENT

SECTION 1: INTRODUCTION:

For the purposes of Performance Management the staff are divided into teams, each of which broadly corresponds to a subject department/faculty. Each team has a focus on effective teaching, allowing teachers and their team leaders to review priorities within the school development plan and to set objectives which will benefit pupils, teachers and the School.

Performance management makes effective use of the workplace as a place of learning and professional development for all staff. It is a way of helping schools improve by supporting teachers both as individuals and as members of a team. Performance management is about enabling teachers to be effective professionals, about developing their knowledge and skills in a focused way. It is a means of promoting professional growth, taking account of teachers' individual development needs. Arrangements for performance management will link it firmly to other policies designed to raise pupil achievement.

The School is committed to raising the achievement of all who learn and work here. As a learning organisation the School works towards all staff and pupils reaching their full potential. Staff training and continued professional development are part of the Performance Management cycle and are given high priority within an atmosphere of trust and support - which enables staff to plan, share and evaluate their work. The Performance Management system is well integrated into the School's improvement goals and is complimentary to the systems of monitoring/evaluating and reviewing. Performance Management takes place in a clear cycle, setting prioritised and SMART targets linked to outcome targets for pupils. The school has clear standard criteria for what constitutes 'quality' for each area of the curriculum. These 'quality' criteria are reviewed and evaluated by each team as part of the Performance Management cycle.

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:

- 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.
- To contribute to the valuing and nurturing of the work produced by every individual (staff and pupil).
- To enable teachers:
 - to work in an environment which encourages and enables personal professional development to take place;
 - to have their training, development and career needs individually identified and supported and linked to specific targets and the School Development Plan;
 - to be more effective professionals with appropriate knowledge and skills e.g. to gain further/higher levels of academic/professional

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_____ SCHOOL - GEOGRAPHY DEPARTMENT
HOMEWORK POLICY

WHY IS HOMEWORK IMPORTANT?

- It can help pupils to make more rapid progress in learning.
- It can allow pupils to develop the practice of working on their own without the constant presence of the teacher or other pupils on the one hand and the external discipline of things such as the timetable or the bells on the other. This way of working is vital at the later stages of secondary education and after.
- Work at home can provide the quiet and private conditions needed for creative and thoughtful work of all kinds.
- It can allow valuable practice of skills learned in the classroom.
- It can allow pupils to use materials and other sources of information that are not always available in the classroom.
- It can involve parents and others in the pupils' work for their mutual benefit.
- It can give opportunities for long term research and other work.
- It can form an important part of the pupil's notes.
- This gives pupils valuable experience of working to deadlines and facilitates staff with their marking schedules.
- It forms a link with the methods of study crucial to success at Secondary School.

HOW DOES THE SCHOOL HELP PUPILS ORGANISE THEIR HOMEWORK?

- Each pupil is given a homework diary at the beginning of the year. It says when the homework for each subject area will be set and when it is due in. We normally give up to a week to complete homework to allow flexibility.
- We try to make sure that our instructions concerning homework are clear to everyone in the class, and that all pupils have plenty of time to copy down what is expected.
- We aim to mark or respond to homework regularly, and in a way that is helpful to pupils.

HOW CAN PARENTS OR GUARDIANS HELP WITH HOMEWORK?

- Check that homework details are filled in clearly and regularly in the homework diary. There is space there for your regular signature.
- Help your child organise his or her time to best advantage so that things are not all left to the last minute or even forgotten.
- Try to make sure that there are suitable working conditions at home.
- Take a positive and active interest in your child's work at home rather than just insisting that it is done.

Let us know if there are problems with homework that you cannot resolve. Perhaps your child seems to be doing too much, or not enough, or is finding it too easy or too difficult. Contact the class teacher in the first instance who will be glad to help.

THE DEPARTMENT ACTUALLY DOES

- The department is one of the subjects which sets up to 1 hour's homework each week.
- The school homework policy outlines the value of homework. Homework is a key element for implementing some of the aims of the Department.
- Each class/group has a homework timetable detailing when each piece is set and to be completed. The few days allocated for completion gives the pupil flexibility for planning his/her time or resolving any problems before the completion date.
- Homeworks set are displayed in the normal classroom.
- Teachers expect completed homework to be given in on time. This gives pupils valuable experience of working to deadlines and facilitates staff with their marking schedules.
- If homework is not given in appropriate action is taken:

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SET 1

22 POLICIES

FOCUSING ON STRATEGIC MANAGEMENT OF THE DEPARTMENT - PARTICULARLY FINANCIAL AND PERSONNEL ISSUES.

Geography Policies - Set 1 (V9)	Pages (Appx.)
The Department Handbook (Contents)	4
Aims Of The Geography Department	2
Job Description - Head Of Department	6
Leadership of the Department	3
Job Description - Teacher	3
Using Support Effectively	7
Health & Safety	11
Stock Control	3
Liaison With Parents	2
Financial Management Of The Department	2
Ordering & Purchasing	3
Staff INSET	2
Induction Of Newly Qualified Teachers (NQT)	6
Initial Teacher Training (ITT & QTS)	5
Performance Management & Staff Appraisal	18
Staff Absence	4
Structuring The Geography Timetable	1
The Key Stage 3 Strategy	7
The Geography Club And Visitors	2
ICT And Geography (Provision & Assessment)	10
Displays And The Geography Department	2
Organising Visits And Fieldwork	7
All 22 Policies	110

_____ SCHOOL - GEOGRAPHY DEPARTMENT AIMS AND OBJECTIVES.
<p>Statement of Values: All members of the school community are important and each has a contribution to make. We value skills, achievement and the desire for knowledge along with application and effort. We are aware that the secondary sector is the final experience of school Geography and for many pupils Key Stage 3 will be the last opportunity to study Geography. The following aims and objectives relate directly to the aims of _____ School and show our contribution towards their achievement.</p> <p style="text-align: center;">Aims:</p> <ol style="list-style-type: none"> To maintain and/or stimulate student curiosity, interest and enjoyment in Geography and to acquire knowledge and understanding of the terminology, skills and techniques specific to the Geography. To encourage students to have open, enquiring minds students and to perceive Geography in the context of a wider body of knowledge, vocabulary and skills and to provide a sound basis for life long study and the pursuit of personal interest. To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to Geography and to experience success and enjoyment in their work. <ol style="list-style-type: none"> To cultivate in students a sense of location, a knowledge of places and respect for differing cultures and an empathy with people in our own and other societies. To develop in students an understanding of the significance of the actions and different attitudes of individuals and groups who use, manage and make decisions about their physical, economic, social, political, and cultural environments and how these environments interact and affect the landscape. To develop in students an understanding and appreciation sensitive awareness of the human and physical dimensions of the environment and environmental links, at varying scales from local to global. To enable students to understand and confidently use the terminology specific to the subject. To encourage in students the development of informed opinions and to support such opinions with reasoned arguments, communicating ideas and opinions effectively. To allow students to appreciate that geography is dynamic, i.e. geographical features/patterns change and new ideas and methods lead to new interpretations. To enable students to understand that many explanations are often tentative and incomplete. 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. <p style="text-align: center;">Objectives: These objectives relate to the five aims of the Geography Department at _____ School and are intended to show how the aims are actually put into practice.</p> <p style="text-align: right;">© SSER</p>

THE MOST 'TIME EFFICIENT' WAY TO DEVELOP DEPARTMENT POLICIES!

You can easily 'cut and paste' or adapt individual policies or policy sections to match your own specific needs and schemes of work. Improve upon your own existing policies and use the ideas in the S.S.E.R. policies to contribute to your own departmental improvement plans.

_____ SCHOOL - GEOGRAPHY DEPARTMENT CLUBS/VISITORS/EXTRA CURRICULAR ACTIVITIES.
<p>Any extra-curricular activities and clubs should have clear, achievable aims and objectives which are included in and/or complement the Scheme of Work.</p> <p>Aims:</p> <ol style="list-style-type: none"> To extend the Curriculum beyond that offered in timetabled sessions. <ol style="list-style-type: none"> there may be opportunities to pursue/reinforce work encountered within the normal timetable. Pupils can pursue work/targets over long periods of time not usually possible within a normal scheme of work. there may be opportunities to undertake work not normally encountered within the routine timetable. This may provide the pupil, and indeed the teacher, with the opportunity to pursue a personal interest or hobby. there may be opportunities for visitors/specialists to interact with a committed audience. there may be opportunities to organise visits to venues of specific interest, e.g. a visit to an event of special interest. there may be opportunities to develop a project and to enter a competition. Such events can enhance the image and reputation of individuals and of the School. To allow practice for school teams/trials/auditions/performances, etc. To allow non specialist staff/parents/others with a particular interest or talent to offer their experience and/or time to broaden and enrich the Curriculum offered to the pupils. To allow pupils of different ages and abilities to interact. To allow pupils and staff to interact in a somewhat less formal manner. This can improve pupil/staff relationships in the classroom. <p>Principles:</p> <ol style="list-style-type: none"> The Department is committed to offering a variety of extra-curricular activities and clubs wherever and whenever practicable considering the restraints of staffing, cost and time. The extra-curricular activities and clubs should be open to all pupils and must be organised with this in mind. All extra-curricular activities and clubs must be organised with the safety of participants as the major consideration. It must comply with LEA guidelines and school policy. A document addressing aims, objectives, tasks, supervision, location and times should be presented to the Senior Management and the Governing body. Staff and pupils should be aware of any itinerary, contingency plans, First Aid facilities, emergency phone numbers, etc. Non-teacher supervisors must be informed as to their role. It must not be assumed that all adults know what to do and when to act. <p style="text-align: right;">© SSER</p>

_____ SCHOOL - GEOGRAPHY DEPARTMENT. INFORMATION COMMUNICATION TECHNOLOGY
<p>Category 4 - Reviewing, modifying and evaluating work as it progresses Pupils should be:</p> <ul style="list-style-type: none"> 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. <p>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. Geography 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 ICT. The following examples show how ICT is integrated into our schemes of work for pupils in Key Stages 3 & 4:</p> <p>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. <i>Example: Weather (Water cycle) in the Right Order.</i> 'Cut and paste' is used to enable them to order a number of paragraphs in the correct sequence. This is then printed out for checking.</p> <p>Level 4: Pupils begin to combine text and graphics. A short report 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.</p> <p>Level 5: The pupils are set tasks which involve them in considering the audience for whom it is to be prepared and altering or presenting the work accordingly. This could involve them in using a desktop publishing package, graphics and/or word-processor. Pupils begin to prepare records for entering into a database program to produce their own file. They are then required to produce charts to help to visualise the structure. Students begin to prepare records for entering into a database program to produce their own file. They are then required to produce charts to help to visualise the structure.</p> <p><i>Example: Famine.</i> A front page of a newspaper. The finished item must consist of columns, well selected font, well placed and relevant graphics. <i>Example: The villagers' profiles.</i> The group are given written profiles of members of a village in the time of a famine. The group decides which features are important and prepare a record for entering into a database. Each pupil has two profile cards. They enter the</p> <p style="text-align: right;">© SSER</p>

SET 2
26 POLICIES

FOCUSING ON IMPROVEMENT OF BOTH TEACHING & LEARNING PARTICULARLY INCLUSION, NUMERACY, LITERACY & ASSESSMENT.

Geography Policies - Set 2 (V9)	Pages (Appx.)
Pupil Inclusion & Geography (General & SEN)	2
Pupil Inclusion & Geography (Differentiation)	4
Pupil Inclusion & Geography (Multicultural)	1
Pupil Inclusion & Geography (Gender)	1
Pupil Inclusion & Geography (Gifted & Talented)	9
Pupil Attendance	5
Spiritual, Moral, Social & Cultural Development	4
Citizenship In Geography	7
Assessment/Recording/Reporting In Geography	7
Assessment - Target Setting	6
Assessment - Marking	2
Rewards And Sanctions	1
Homework	2
Numeracy Overview	3
Numeracy - General Considerations	7
Numeracy - Conducting the Audit	6
Numeracy - Drawing Graphs	16
Numeracy - Calculation Methods	3
Numeracy - The Use of Calculators	2
Numeracy - Problem Solving	2
Literacy - General Considerations	7
Literacy - Designing And Choosing Resources	2
Literacy - Direct Activities Related To Text	1
Literacy - Spelling	6
Literacy - Handwriting	1
Literacy - Asking & Responding To Questions	4
All 26 Policies	111

SCHOOL - GEOGRAPHY DEPARTMENT ASSESSMENT POLICY.

- h) In Years 9, 10 and 11 all pupils are expected to continue to develop the skills involved in investigative work, i.e.
- to plan the allocation of their time and resources;
 - to maintain effort over an extended period of time;
 - to process data drawn from fieldwork and secondary sources;
 - to make observations, to seek out information and to use their initiative;
 - to gather and use of different kinds of evidence;
 - to organise information coherently;
 - to process and interpret observations;
 - to consider more than one point of view;
 - to display initiative, originality and descriptive ability.

The following skills are appropriate to a Geographical Investigation and are used for assessment of the completed piece of work:

Conceptualising Skills - the ability to organise information and form a concept or to generalise what has been understood so that an idea is clearer and easier to understand.

Hypothesising Skills - the ability to use hypotheses to predict, assess trends and to make judgements. An investigation may be used to test a hypothesis – with experimental evidence to support it the hypothesis may become a theory.

Investigative Skills

- the ability to identify geographical questions and issues, and to establish an appropriate sequence of investigation – this may include fieldwork;
- the ability to identify and collect evidence and make use of a variety of sources of information, e.g. fieldwork data, data from maps at a variety of scales, books, photographs, graphs, film, video, statistics and computers;
- the ability to observe, select and record information, e.g. field sketching, mapping, recording data accurately.

Interpretative Skills – the ability to extract, analyse and interpret information from data from a variety of sources, including maps at a variety of scales, photographs and simple statistical data.

Evaluation Skills - the ability to evaluate (assess validity and limitations) and to draw valid conclusions or reasoned judgements from data, evidence, methods of collection or methods of presenting.

Communication Skills - the ability to record and present information clearly using correct geographical terms and techniques. Transfer of information through graphs, diagrams, maps. Extended writing to describe investigation methods, results and interpretations.

Section 3 - Informal Assessment

Homework and classwork are marked using a common framework. Grades are made as appropriate. Grades are usually awarded. Grades A to F (A to F in the top grade) are awarded as indicators of the degree of attainment of the pupils. Within any particular episode of learning, what each grade stands for is explained to the pupils. Grades, explanatory comments and suggestions for improvement are given.



THE MOST 'COST EFFECTIVE' WAY TO DEVELOP DEPARTMENT POLICIES!

These S.S.E.R. policies emphasize the important role of Geography in contributing to the education of the 'whole child'. The two sets will help you to formulate and develop quality school policies and implement effective INSET and performance management.

SCHOOL - GEOGRAPHY DEPARTMENT
CITIZENSHIP IN GEOGRAPHY

SECTION 4 - Geography Activities & Citizenship
The selected activities, which together with the issues listed above, provide a framework to support the development of citizenship and are clearly identified in our scheme of work. Such activities often involve liaison with other departments such as History, Languages, Maths and particularly ICT. These activities also provide opportunities for pupils to express and explain their own opinions and those held by others - pupils are encouraged to critically evaluate these views and any supporting data. Examples of typical activities are listed below.

1. Involvement at a local or international level on Social, Cultural, Environmental, Economic and Political issues.
2. Discussions (both formal and informal) and practical work which allow pupils to participate, share ideas and thoughts, understand each other, justify and consider their own opinions, negotiate and agree different responsibilities. After these discussions, pupils are in a better position to make informed decisions on appropriate actions to take regarding any issues.
3. Find, collate and combine information from different sources and make contact with others in the local and global community such as voluntary/community groups and other schools by various means including the use of:
 - i. video-conferencing and email.
 - ii. public websites to search for and interrogate information and prepare a presentation.
 - iii. newspapers and other media sources.

The pupils work with their sources and contacts which are chosen from different ethnic, religious and cultural backgrounds. During and after such links pupils celebrate commonalities and diversity by discussing, planning and presenting their thoughts and findings to a specific audience. They appreciate other people's values and view points whilst reflecting on their own and use this process to inform their opinions on geographical issues.
4. Undertake activities within the School or for community organisations, e.g.
 - i. initiate or participate in School environment projects, such as a conservation area, raising money for improvements to the School grounds, projects encouraging pupils to walk to school.
 - ii. participate in local environmental projects, such as pond cleaning, reclaimed land, urban regeneration.
 - iii. invite speakers to talk about various aspects of the environment.
5. Design and build an interactive web page describing an aspect of citizenship which has geographic relevance, e.g. global warming and the part we play.
6. Create a multimedia presentation to describe and explain an aspect of citizenship with geographic relevance.
7. Publish information in paper form (School newspaper and Year Book), for an authentic audience.
8. Carry out enquiries and investigations which help to develop investigative skills which include those necessary for effective enquiry, communication and participation. The large range of such skills developed include:
 - i. **Planning:**

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SCHOOL - GEOGRAPHY DEPARTMENT
NUMERACY - DRAWING GRAPHS

A Bar Chart Showing The Length Of The Longest Rivers In North America

River	Length (Miles)
Mississippi / Missouri	3700
Mackenzie	2600
Yukon	2000
Rio Grande	1900
Saskatchewan	1700
Arkansas	1500
Colorado	1400
Brazos	1300

Diagram 6

e. A multiple bar chart is useful for comparing different, yet related groups of data, e.g. data from different years or groups such as girls and boys, etc.

A Multiple Bar Chart Showing Passenger Transport In The U.K. (Excluding Cars, Vans & Taxis)

Method Of Travel	1976	1996
Bus & Coach	60	45
Motorbike	10	5
Bicycle	5	5
Train	35	40
Plane	5	10

Diagram 7

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SCHOOL - GEOGRAPHY 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 follows the following additional procedures relating to the acquisition, storing, borrowing and disposal of stocks:

- 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;

ORDER FORM

POLICY SET	STOCK CODE	DESCRIPTION	QTY	£ COST: Exc. VAT	£ COST: Inc. VAT	SUB TOTAL: £ Inc. VAT as applicable
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GEOGRAPHY POLICIES SET 2	G2PC6	Geography Policies - Set 2 (CD ROM) (MS Word *.doc & Acrobat *.pdf masters)		£35	£41.13	
SET 1 + SET 2 Super Bundle!	GBPC6	Geography Policies - Sets 1 & 2 (CD ROM) (MS Word *.doc & Acrobat *.pdf masters)		£65.00	£76.38	

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