





Contents

| | | | |
|-----------------------|---------|------------------------|---------|
| Core Values & Ethos |04 | Attainment |14 |
| HSL Welcome |05 | Understanding Progress |15 |
| Year 11 Pastoral Team |06 | The Key to Success |17 |
| Attendance |08 | FAQs for Parents |18 |
| Term Dates |10 | Uniform & Equipment |22 |
| Communication |11 | Key Documents |29 |
| Key Dates |13 | Useful Contacts |39 |

Core values & ethos

Ethos

The chance to participate in learning is precious and we want all those who come to our school both to enjoy and to achieve at the highest level. The school is over 100 years old and has a proud tradition of enabling academic success whilst also nurturing rounded, happy and positive individuals who are excited about the future.

We are in the challenging and thrilling business of enabling young people to find and develop their talent. The key to this is building effective relationships for learning. That means children must have a voice, be valued and sit at the centre of all we do. It's vital that children learn to listen, value the views of others and improve their own thinking. We are developing the curriculum, our teaching and assessment so that it is fit for purpose and nurtures self-esteem, self-discipline and confidence.

Ultimately, we want children to leave our school feeling happy; inspired and empowered. We want to work with parents, carers, pupils and colleagues who share that ambition.

Core Values

We are committed to creating a caring and well-ordered environment where mutual respect is present in all interactions. We want to help children to find and nurture their talent and to understand themselves and others. By doing so we will enable pupils to think for themselves and make informed judgements. We will encourage children to develop their personal, moral, social and cultural awareness and to live out their values in their lives.

None of this would be possible if we do not build open and authentic relationships with families who share our values and commit to a consistent approach. Children learn best when they have clear, unambiguous reference points; sometimes the most loving parent is the one who says 'no'. As in any relationship, there may well be times when families disagree with how the school has dealt with an issue. We ask families not to discuss this difference of opinion with their child until they have explored it with colleagues at school.

We enjoy excellent links with wonderful families as well as others in the wider community including health professionals, the police and employers. We want to create a welcoming and productive working environment that can be enjoyed by all who come to the school and to develop a curriculum further so that it prepares pupils for the diverse experiences and responsibilities of adult life.

Welcome...

This year has to be one of the most important years in the education of your child so far. It will also be for many one of the most stressful and yet rewarding year too. The outcome of this year will shape their future and if successful allow them to pursue an education and career course of their choosing. For some their course of career direction is clear while others may be more focused on leaving their options open. Either way, they need to achieve as highly as possible to give them the best chance of success in the future. Your involvement as a parent during this crucial year can make all the difference between success and failure.

I would like to thank you for your support so far in ensuring that your child is smartly dressed for school and has all of the required school equipment. Excellent attendance is fundamental to making sure that our young people become successful learners and confident individuals who are giving themselves every chance to reach their full potential. As parents you are by far the most important influence in their lives and their learning. We look for your full support in ensuring your child attends school regularly.

Organisation will be the key to the success of the year. The workload will at times be high and prior

planning and preparation will help spread the load. Mocks are a vital indicator in how students are likely to perform in the final examinations. They should be prepared for in the same manner as any external examination and will help students to understand what they should do to improve for their final exams in the summer. The final push towards these summer exams soon arrives and passes with subjects focusing on revision and exam technique.

There are also many things to look forward to this year. A highlight for many will be the prom, whilst others will enjoy helping prepare the yearbook or leavers' hoody.

I really do hope they reach or exceed their targets and I have enjoyed immensely working with the year group and will miss them when they move on. In the meantime I look forward to working with parents and students over the coming year and helping students realise their potential and the subsequent achievements that will occur.

Charlotte Campbell

Home School Leader



Year 11 team

Our pastoral system is planned to assist the educational, social and personal development of every child, and to ensure that the achievements of our students are well recognised. When problems or issues occur which hamper the child's development our pastoral systems are designed to initiate positive intervention. We believe in ensuring that parents / carers are fully involved and we work with them in order to address any issues that may occur.

We aim to provide continuity by ensuring that the form tutor remains with the same students throughout their time at school, this also allows for the tutor to gain an in-depth understanding of the individuals in their charge. Students spend each day from 1.25pm until 1.40pm with their form and their form tutor. Students can approach their form tutors with any concerns or problems they may have. Form tutors also monitor student's attendance, behaviour and homework diaries and will be in touch with you if they have any concerns.

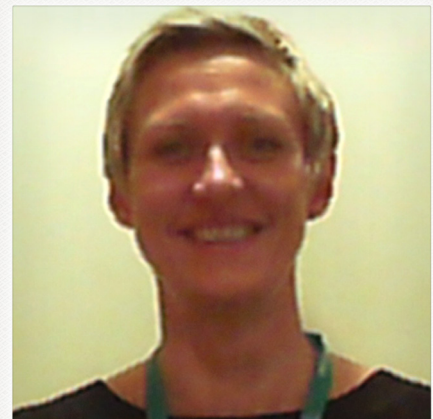
There are ten form tutors in our year group, with three associate form tutors. This team of tutors is led by a Home School Leader and their Pastoral Support Assistant.

The year 11 team are supported by a Youth Worker and a Careers Advisor who offer guidance and advice.

Mrs Leach-Ravey (Pupil Support Provision Co-ordinator) also takes a key role in fulfilling our school's inclusive practice through the co-ordination of the work for pupils at risk of disengagement, ensuring that Saddleworth School "goes the extra mile" to help all pupils, including vulnerable and challenging pupils, to reach their potential.

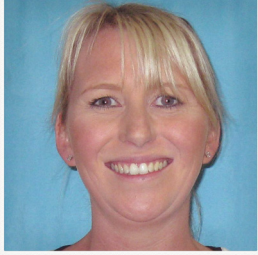


MISS CAMPBELL
HOME SCHOOL LEADER



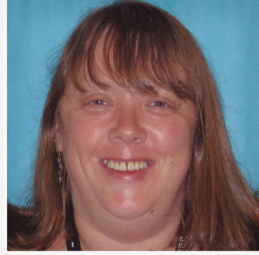
MRS WOLFENDEN
PASTORAL SUPPORT ASSISTANT

PASTORAL TEAM



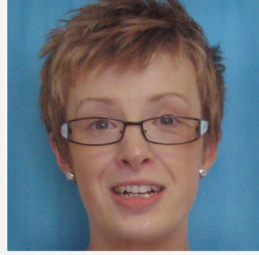
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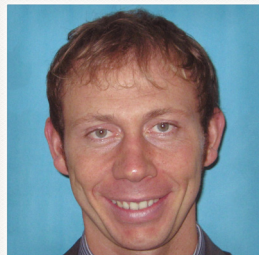
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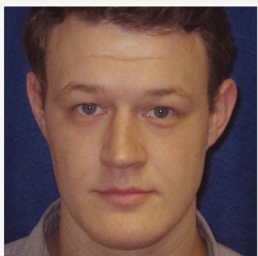
MRS CLARKE 11D

s.clarke@saddleworthschool.org

Associate Form Tutors

MRS BENTLEY MRS LAMBA MISS DEMPSTER

OTHER KEY PEOPLE



MR BRADY
YOUTH WORKER

j.brady@saddleworthschool.org



MRS MURPHY
CAREERS ADVISOR

j.murphy@saddleworthschool.org



MRS LEACH-RAVEY
PUPIL SUPPORT CO-ORDINATOR

j.leach-ravey@saddleworthschool.org

Attendance & punctuality

Good attendance and punctuality are vital to a student's education. It is also vital for success and achievement in later life that students get into good habits with regard to attendance and punctuality when young.

The School regards this as a shared responsibility, between school, parents/carers and students themselves, who must begin to accept responsibility for their own performance in this regard.

The School has adopted an electronic registration system which allows accurate checking of punctuality and attendance not only on a daily basis but from lesson to lesson.

The School will:

- Make very clear to students when they are late
- Record lateness and attendance
- Report information on punctuality and attendance to students and parents regularly
- Set targets to help students to improve attendance and punctuality
- Encourage good punctuality and attendance by rewarding it on a personal and form group basis
- Use the legal powers given to schools to pursue poor attendance via Educational Welfare Support, fixed penalty charges and court action.

Lateness

Should a student be late, they must sign in at the School Reception, giving the reason for their lateness. Students who are persistently late will be followed up by the Home School Leader and will receive sanctions such as lunchtime detention, or after school detention.

First Day Absence

We ask that parents or carers telephone the school early in the morning on the rare occasion a student is absent and explain why the student is absent from school. The school should be contacted every day thereafter until the student returns.

From 9.30am onwards the School will contact home to seek an explanation for any absence that has not been notified. This contact will normally be made by the school's automated system. It is therefore important that if a student is late to school they sign in at the School Reception, otherwise they will be recorded as absent from school and the automated system will contact you.

Parents/carers are expected to avoid making dental, doctors or opticians appointments during the school day. However, occasionally this is not possible and students who know in advance that they will

need permission to miss school time, (e.g. hospital appointment) should bring a note from their parents in advance with the relevant appointment letter or card.

If an absence is likely to be prolonged, please contact the Form Tutor so arrangements can be made to send work home if required.

Monitoring Attendance and Punctuality

All attendance data is recorded and analysed. Your child's future employers, colleges or universities will refer to these records when considering applications. Attendance that falls below 90% is automatically looked at by the School's Education Welfare Officer (EWO). If no improvement is seen it is likely that contact will be made with home.

Where there is no improvement in attendance following the involvement of the EWO then court action may result.

Illness and medical attention

Parents/carers must provide information to the School of any medical conditions that their child has, so we are able to support them and ensure the safety of others. The school also needs to be informed of any special medical needs or conditions including dietary needs and pre-activity precautions as well as any medication brought into the School at any time.

Please ensure that you inform the school of any temporary disabilities, illness or other medical needs. For example, if your child has incurred an injury which requires crutches or a sling, please report to the School Reception upon arrival with the note from the hospital or the GP. All medical information received by the school will be treated sensitively.

Illness and Accidents when at School

If a student becomes ill in a lesson and the illness cannot wait for treatment until break or the teacher feels that medical treatment is required, the student will be sent to the School Office. Where a student becomes ill at break or lunchtime they should report this to their teacher at the start of the next lesson. Parents/carers will be contacted depending upon the nature of the medical problem. In more serious cases, where hospital attention is deemed necessary, the school will contact the parent/carer who will be expected to accompany their child to hospital.

The details of what to do and who to contact in an emergency is required as part of the registration process and must be updated when any change occurs. The school has a strict policy that no medication will be given orally or externally unless permission has been given by the parent/carer.

Holidays in Term Time

The school views known absence during term time as extremely detrimental to learning and progress. Should you need to request a leave of absence, you should write to **Mr Askew**, as far in advance as possible, and state the reasons why you need to take the student out of the school during term time. The **Attendance Officer** will consider the reasons given and the absence will only be authorised in the case of a seriously extenuating circumstance, up to the legal maximum of ten days.



Saddleworth
School

TERMS AND HOLIDAYS FOR PUPILS 2015 – 2016

| | |
|--|---------------------------|
| Pupils return to school for the Autumn Term on Wednesday, 2nd September 2015 as a staggered return | |
| Year 7 start: 8.45am | Year 8 – 11 start: 9.45am |

Inset staff return on Tuesday, 1st September

| Term | School Closes | First day of Holiday | Last day of Holiday | Return to School |
|------------------|--------------------------------|----------------------------|----------------------------|----------------------------|
| Autumn Half Term | Friday, 23rd October 2015 | Monday, 26th October 2015 | Friday, 30th October 2015 | Monday, 2nd November 2015 |
| Christmas | Friday, 18th December 2015 1pm | Monday, 21st December 2015 | Friday, 1st January 2016 | Monday, 4th January 2016 |
| Spring Half Term | Friday, 12th February 2016 | Monday, 15th February 2016 | Friday, 19th February 2016 | Monday, 22nd February 2016 |
| Easter | Thursday, 24th March 2016 | Friday, 25th March 2016 | Friday, 8th April 2016 | Monday, 11th April 2016 |
| May Day | Friday, 29th April 2016 | Monday, 2nd May 2016 | Monday, 2nd May 2016 | Tuesday, 3rd May 2016 |
| Whit Friday | Thursday, 19th May 2016 | Friday, 20th May 2016 | Friday, 20th May 2016 | Monday, 23rd May 2016 |
| Summer Half Term | Friday, 27th May 2016 | Monday, 30th May 2016 | Friday, 3rd June 2016 | Monday, 6th June 2016 |
| Summer | Wednesday, 20th July 2016 1pm | Thursday, 21st July 2016 | TBC | TBC |

Communicating with you about your child

We believe that communication is vital in strengthening the partnership between students, teachers and parents. This takes place in a variety of ways:

Home contact

It is essential that the school has up to date contact details including postal address, mobile phone number and email address available. This is required so that we can contact you during the school day and send home important information.

We also need an emergency contact should we be unable to contact you in an emergency situation.

The school uses an automated call system that will text/email important messages to you, for example if the school needs to close due to adverse weather conditions.

Please ensure that you update our records if your contact details change at any time during the year.

Student Planner

All students are given a planner at the start of the academic year. The planner is both a student handbook and a homework diary. It contains useful information for your child as well as a full year diary. Students are expected to have this with them at all times and to place this on their desk in every lesson.

Students are expected to write down their homework each day in their planner and we ask that you check this and sign it every week.

The planner is a useful point of contact between you and the school. You may write messages to staff within the planner and individual staff may write messages to you. You can always ask your child to ask that a member of staff signs your message to ensure they have seen it. You will also be able to see what homework has been set for your child and we ask that you support staff in ensuring this is completed fully and on time.

Teachers may also notify parents/carers of any concerns they might have about a student's progress via a written note in the planner, by telephone call, email or by letter.

Newsletter

The school has a weekly bulletin that is published once every week. This will be emailed to you on a Friday to share with you information on events taking place in the school and will remind you of key

dates such as holiday closures and staff training days coming up.

A newsletter is also published every term to showcase the work of our students and future events that are planned.

The newsletter and other information about the school can also be found on the school website:

www.saddleworth.oldham.sch.uk

Website

The school website has key information such as term dates, a copy of this handbook and a variety of other useful and important documentation.

Student Progress and Achievement

We report home regularly on student attainment and effort through our Assessment windows reporting system. Across the year students will receive 3 reports home.

Prior to these being brought home the students will spend an hour discussing these and reviewing their progress with their form tutors. Please expect these on the dates shown below:

| | |
|-------------------------------|------------|
| Friday 23rd October | AW1 |
| Wednesday 13th January | AW2 |
| Friday 18th March | AW3 |

Parents' evenings are the most important communication opportunities that we have and as such, attendance at them is very important. Parents' evenings at Saddleworth School have been arranged in a way that makes them as accessible as possible, running from 4:00pm to 7:00pm.

As such, attendance at parents' evenings is expected. If you are unable to attend a parents' evening it is important that we are informed in advance so any concerns can be shared with you.

The Year 11 Parents' Consultation Evening will take place on: **Thursday 14th January**.

Parental Support Sessions

We are keen to work in partnership with you and believe it is vital to your child's success whilst they are with us here at Saddleworth.

We have identified the common questions we are asked and developed a series of support sessions to cover these aspects.

| | |
|--------------------------------|--|
| Thursday 24th September | Year 11 careers fair |
| Thursday 22nd October | Understanding assessment grades and progress |

It is by no means a conclusive list so if there is anything else you would like support with please do not hesitate to contact us.

Key Dates

This year is extremely important. Many subjects will be completing their controlled assessments at various stages throughout the year. It is therefore vital that attendance remains high.

In addition to this there are two formal examination periods. We would like to share these with you so you can support students in their preparation.

Monday 30th November Mock examinations start

Friday 11th December Mock examinations finish

Tuesday 17th May GCSE examinations start

Tuesday 21st June GCSE examinations finish

Thursday 25th August GCSE results day

Students are given details of exam entries via the Exams Officer and their subject teacher – this information is also posted on the VLE and school website. Controlled assessment tasks set and the subsequent deadlines will be notified by individual subject teachers. Some parents find it helpful to write these dates onto a calendar at home to help identify pressure points and help avoid leaving too many pieces of work to be completed at the same time and to ensure that all deadlines are met. Student information regarding the examinations process will be distributed via our Exams Office.

Here to help...

The first point of contact at the school should be with the Form Tutor, via the Student Planner or email. At school our email addresses all follow the same format

Initial of our forename.surname@saddleworthschool.org

So for example, Miss C Campbell would be **c.campbell@saddleworthschool.org**

Please use this to let the school know of any concerns you may have. If you wish to speak with the Home School Leader, please telephone the School Office in order to arrange a mutually convenient time.

Home School Leader **Miss C Campbell**

Member of the Senior Leadership Team (SLT) assigned to the year group:

Year 11 **Miss N Peek**

Qualifications & outcomes

Your child is studying GCSE courses. They might also be working towards BTEC qualifications in certain subject areas. All of these count towards students' outcomes with the target being to reach the 5 A* - C (including English & Maths) threshold (also known as Level 2) which allows students to choose from a far wider range of post-16 options, courses, apprenticeships, etc. Employers see this as being the level students need to reach to be considered literate and numerate in the workforce. The importance of English and Maths in daily life is beyond question. Achieving a good level of English and Maths is important for young people to compete in today's labour market. For young people leaving education without a good level of English and Maths, their chances of finding employment are lower, they are likely to earn less, and they have limited opportunities for progression into further education and training.

The grades available for each qualification are shown below:

| Qualification | Levels | Grades |
|---------------|--------------|--------------------------|
| GCSE | 1 | D - G |
| | 2 | A* - C |
| BTEC Award | 2 | Grade Equivalency |
| | Pass | C |
| | Merit | B |
| | Distinction | A |
| | Distinction* | A* |

| Exam Boards | Subjects |
|-------------|--|
| AQA | MFL, Biology, RE, Chemistry, English, Textiles, Engineering, Drama, Business Studies, History, Physics, Food Technology, Music, Graphic Products |
| EdExcel | Maths, Geography, Science, PE, Resistant Materials |
| OCR | Critical Thinking, FSMQ |
| WJEC | ICT, Computing |

GCSEs are now linear, this means, that all examinations are taken at the end of the course in Year 11 (from May 2016 onwards). That said, many GCSEs have a Controlled Assessment element which is completed during the course (Years 10 & 11). Controlled Assessment has for many years made it necessary for students to work hard throughout the two years of Key Stage 4 to maximise their chances of success and avoid disappointment.

Understanding Progress

Increasingly the team around your child (teachers, support staff and parents alike) are becoming more familiar with the term 'progress'. When your child arrived at Saddleworth School in Year 7 they arrived with a level in English & Maths (this is their starting point). Progress measures how far a pupil has come since their arrival.

Expected progress is built on the principle that pupils achieving a level 4 in English or in Maths at the end of Key Stage 2 (Year 6) should be expected to make 3 levels of progress (LOPs) and achieve at least a C Grade GCSE in that subject by the end of Key Stage 4 (Year 11). The diagram below explains progress in a little more detail as anticipated outcomes depend very much on the individual child's starting point. The amount of progress a child makes is rated as follows:

| Outstanding | Good | Expected | Inadequate |
|-------------------------|-------------------------|-------------------------|--|
| on track to make 5 LOPs | on track to make 4 LOPs | on track to make 3 LOPs | not on track to make the minimum expectation |

In order to help children achieve their potential we monitor progress data regularly and encourage parents to do the same. Understanding data can really help your child. To help you understand the amount of progress your child should be making, please see the diagrams below:



A student who starts Year 7 with a level 5 in Maths would be expected (at the very minimum) to convert this starting level to a GCSE grade B at the end of Year 11. Our school target for students (the 'grade to beat') is based upon them making good progress which would in turn convert to a GCSE grade A.

To help students identify what they need to do in order to achieve their potential and consider post-16 options, you will recall that they participated in the PDR progress (Pupil Driven Review) in July this year. During the day, targets were agreed – details of these are available on the VLE. Encourage your child to revisit their targets regularly. Year 11 pupils will have opportunities to review their progress during Extended Form time.

Ask them to really visualise the day in August when they collect their results. Discuss what they want to see in their envelope. How is this different to their current data and what can they do now to make a difference? Get them to think about the fact that the exam period is just six weeks out of their life. After this, it is back to their normal routine.

Additional Study

Many subject areas offer out-of-hours revision / booster sessions. If students fall short of their target grade on a number of occasions they will be required to attend compulsory after school revision sessions in order to target potential underachievement. Should students not be on track to make expected progress in more than one area, the Home School Leader, will direct students in terms of priorities according to their progress data.

Each term we will provide a timetable of support that is being offered. Subject areas will communicate directly with families as regards to arrangements for extra sessions.



The key to success

In order to give each student the best possible chance of success and fulfilling their potential we are committed to help all students to reach the Level 2 threshold. The hardest demand on our Year 11 students is that of understanding the long term importance of achieving the best they possibly can, therefore your help as parents in this can be invaluable. Good exam results are not based on what happens on the day of the exam. Many feelings will go through the minds of both yourselves and the students alike, e.g.

- Are they in the right frame of mind?
- Will they remember what they have revised?
- Will they get the right question?

The results of your child's exams are generally determined before they sit the final exam. There are 3 broad stages in the process of achieving good exam results. Exam success is about getting things right at each stage of the process and remembering what can go wrong!

STAGE 1: Learning the subject content first time round.

The process of revision (looking at something again) makes the assumption that the learning of each subject has taken place already – every lesson does count!

STAGE 2: Revision.

Even a student who has attended every lesson of the course and paid attention needs to revise to achieve their full potential. Everyone needs to complete revision using techniques that are effective for them.

STAGE 3: The exam.

Even if a student has learnt the subject content and revised thoroughly, things can still go wrong on the day of the exam. There are many skills that can be used during the exam and good practice to follow exam techniques and approaches will be covered by subject areas:

FAQs for parents

How do I help if they seem to be under too much pressure?

You could help them to plan what it is they have to do – sometimes students don't know where to start. Encourage them to talk to their subject teachers if they are concerned about an aspect of a particular school subject. Make sure they have built some leisure time into their study plan and that they are going to bed at a reasonable time. By ensuring your child attends revision/booster & study support sessions this will help reduce stress.

How can I make a difference when I didn't do GCSEs?

Just being involved and interested can make an enormous difference. It can be the difference between success and failure or between D and C passes. Parental support is the most important factor in determining a student's academic success. You don't need to be an expert in any of the subjects.

How can I help with revision if I don't know anything about the subject?

Testing a student on their key facts, revision notes, revision book or exercise book will really help. You do not have to know anything at all about the subject they are revising. Ask them to tell you about a topic and where possible ask them to explain any key facts. Shared learning – help by testing them on a topic after they have revised (you have the work in front of you, they tell you about it). You can ask questions from the information.

How much revision should my son/daughter be doing?

Revision is something that should be done all year, not just something that happens the night before.

All year: At the end of each day, a student should look at what they have learnt in each lesson and make a short summary. They may also want to add to their notes by carrying out some more research. Encourage homework to be done in regular amounts every weekday evening. If students are not given any set homework they can organise notes from their schoolwork, prepare revision cards or revisit a topic (we have a range of web subscriptions to support independent revision – in addition, increasingly apps are being developed to support revision).

8 weeks prior to the exam period: We recommend revision every day in the eight weeks prior to exams, with more time spend over the weekend. Little and often is best for memory work. Students should work no longer than about 45 minutes at a time. Then get up and do something else for 20 minutes.

Switch off or remove for a while things that will cause distractions. It may be that the iPhone or X-Box needs to be hidden! It is vital that your child is not distracted by mobile phones, Facebook, Twitter, etc.

What if they tell me that there is no revision to do, or that they can't revise a particular subject?

Encourage them to use strategies teachers have given them or they have in their revision guides. It is NEVER too late to start revising and every little counts. It is not the time spent that is useful but the effectiveness of the technique they use.

My child always leaves everything to the last minute – one moment there is all the time in the world and the next it's high stress levels

It is critical that students have a detailed and realistic revision plan so that they know what they should be doing and when. Furthermore, leisure time is essential to provide a break from revision.

A timetable will make sure that they don't get into a panic. These are useful and effective tools that can help exam preparation. Some students prefer A4 sized daily or weekly timetables whilst others prefer larger wall sized charts that cover a month long period. Whatever the preference timetable templates can be downloaded from the Pupil VLE (Virtual Learning Environment), there is also a revision tracker which is an electronic timetable. Tips for students when making a revision timetable include:

- When compiling a schedule try to be as realistic as possible. Do not try to overburden your day with an agenda that you have no real chance of completing.
- Make a list of the subjects that you need to revise for between now and your exams.
- Work out which subjects have the most content that needs to be revised.
- Concentrate on those specific topics or modules that you are weak on (understanding your progress information and data is vital in this regard).
- Break down major revision subjects into smaller parts, this can help you make your studying more precise.
- Ensure that you include break times during the day, these are important to help you unwind and to make sure you don't burn yourself out.
- Work out when you 'study best', for instance some people are able to concentrate better in the morning. Then use these times to study those topics that require the most effort and energy.

QUESTIONS

- Do not leave your most difficult or hardest subjects till the end of the day. Instead try to get these out of the way early on.
- After completing a revision period cross it off from your timetable. This will help to instil a sense of accomplishment.
- At the end of each week assess your performance and change your plans accordingly.
- Consider using different coloured pens to highlight specific classes or rank subjects according to importance. However if you feel you may be changing things around then use a simple pencil.
- Keep your timetable flexible and be ready to change it if circumstances change.
- Try not to spend the whole day revising one subject.
- Most experts suggest studying in slots of 45 minutes and then taking a break before your next session.

What are the best revision techniques?

| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
| Highlight key points | Lists, charts & notes | Make a mind map | Study buddy | Record digitally e.g. iPod |
|  |  |  |  |  |
| Practise exam questions | Songs, rhymes, mnemonics | Show you know | Flash Cards | ICT revision sites |

How can I help to create the best conditions for learning/revising?

Parents often ask how they can best help their child. Encourage and praise your child. Show an interest by talking to them about what they have been learning in their different subjects and the homework / coursework they have been set. Provide a suitable work area for study, ensuring that all the materials that they require are there. Don't let them work themselves into a state of exhaustion – encourage them to take regular breaks.

Everyone learns differently but students often find exam preparation hard. Encourage your child to explore different ways of learning but be supportive of their efforts, ensure they are realistic about putting in enough work for each exam without becoming stressed or anxious and talk to them about what works for them. The ideas below give some specific advice – the most important thing, however, is often simply to be aware of the issues & concerns your child may have by talking to them about school, emphasising the importance of doing their best and offering challenge and support as needed.

As parents it can be really helpful if you ensure your child is up in plenty of time and that they are well rested, fed and hydrated (particularly during examination periods). Ensure that your child attends school every day if possible. Even one lesson missed means that key information could be missing regarding coursework / deadlines (or a topic that is covered in the exam). For the majority of subjects, lesson content can only be covered once, due to the volume of work needing to be covered.

Help your child to unlock their potential

| TOP 10 REVISION TIPS | |
|----------------------|-----------------------------|
| 1 | Start revision in advance |
| 2 | Make a revision timetable |
| 2 | Revise little and often |
| 4 | Get into a routine |
| 5 | Drink plenty of water |
| 6 | Quiet surroundings |
| 7 | Break into bitesize chunks |
| 8 | Understand what is examined |
| 9 | Be organised |
| 10 | Avoid stress |

Expectations of uniform

Students are expected to take pride in their uniform and appearance, creating a positive first impression of the school. Students are expected to take responsibility for their own appearance, upholding policy and showing themselves to have the highest standards at all times. All students are expected to wear the full uniform whilst travelling to and from school.

Students not complying with the expectations below may be sent home to change and/or rectify the situation; items which are non-uniform will be confiscated.



- Girls may wear school trousers
- No motifs, branding, coloured stitching or other embellishments are allowed on belts and they must be black

- Saddleworth School blazer with pre-embroidered pocket badge.
- Dark grey school trousers or a navy blue skirt. The trousers/skirt must not be fitted or a Lycra stretch material
- The only style of skirt acceptable is the regulation A-line school skirt. Skirts are to be no more than 3"/8cm above the knee
- Shirt, (pale blue or white) to be worn with a school tie, or regulation blouse, (pale blue or white) with rever collar. Top buttons to be fastened and shirts must be tucked in at all times
- V-necked pullover or cardigan, in navy blue
- Plain socks (white, navy blue, grey or black) or plain, dark tights. Students are able to wear either but under no circumstances should tights and socks be worn together
- Plain sturdy black leather shoes

All students must wear plain black leather shoes that have no logos or white/coloured decorative elements. Boots and trainers are NOT allowed. Backless, suede or cloth footwear is totally inappropriate and can be a health and safety hazard when using the many staircases in school or when working in some classroom environments.

We appreciate that many stockist market shoes as school shoes. Please see our additional guidance about acceptable footwear as here at Saddleworth some of these would not be acceptable.

Coats

Coats and other outdoor clothing are allowed in school but must not be worn inside the school building. No items of non specified uniform is to be worn under the school blazer at any time

Jewellery

Only the following jewellery is acceptable for school wear:

- A plain wrist watch
- Single STUD - one in the lobe of each ear no larger than 4mm diameter

Nail polish and false nails are not permitted. Only discreet make-up is allowed in Year 11.

Hair

Pupils are only allowed to have natural hair colouring. Greens, blues, reds, silver-shades etc. are not allowed. Inappropriate fashion hairstyles are also not allowed. These include, very short 'crew-cut' hairstyles, extreme styles, decorative shaved elements and motifs.

Examples of **UNACCEPTABLE** shoes



NO CONVERSE



NO PUMPS OR
TRAINER STYLE



NO ANKLE
BOOTS



NO DESIGNER
BRANDS



NO BOOTS

Additional guidance

- Footwear must appear to be shoe like rather than trainer like
- Shoes made by sportswear manufacturers are deemed to be trainers
- Shoes that cover the ankle are deemed to be a boot
- A shoe marketed as a school shoe may not be acceptable at Saddleworth School

Examples of **ACCEPTABLE** shoes



PE kit



Compulsory PE Kit

Students should wear suitable footwear for sport

Converse, Vans or similar fashion trainers are not appropriate

Boys PE Kit

A. Unisex polo shirt with school logo

D. Unisex shorts with school logo

G. Navy football socks

Girls PE Kit

A or C. Unisex polo shirt/fitted shirt with school logo*

D or F. Unisex shorts/skort with school logo*

White pair of socks

*Any combination is permitted

Additional PE Kit

B. Unisex hoody with school logo

E. Unisex tracksuit

These items are not compulsory but are strongly advised for the winter term

PE expectations

- Pupils must always bring their P.E. kit. If you are excused from taking part physically, you will still get changed and be engaged in the learning of the lesson
- Sanctions are in place for when students forget items of kit
- If pupils forget their P.E. Kit, they are expected to wear a spare kit provided by school
- The correct P.E. kit must always be brought to every lesson
- Any pupils with long hair are expected to bring a hair bobble to every lesson to tie their hair back

Lost property

Parents/carers are advised to label all equipment and items of uniform, including PE kit with the student's name so they can be returned easily if lost and found.

All items that are found without a name are displayed on the lost property icon of the VLE for student identification.

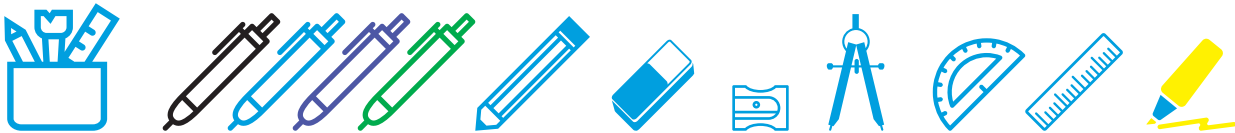
The School does not accept responsibility for any property that is lost and will not be liable for its replacement.

What will I need?

It is essential that students have the correct equipment for all lessons. Students are expected to have a bag as part of their uniform.



A pupil's main school bag must be large enough to properly carry an A4 ring binder. Smaller bags are not appropriate as a main school bag.



Students must have the following basic equipment (shown above) at all times:

A pencil case; black or blue ball-point pens; green and purple ball point pen, HB pencil; an eraser; a pencil sharpener; a compass; a protractor; a 30 cm ruler and a set of highlighters.

Additional equipment we expect pupils to have

In addition to the basic equipment, pupils are also required to have the following specialised equipment to assist them in the named subject areas. Please note that this additional equipment is not optional as it will assist them in following our curriculum successfully but is only necessary to carry to the specific subjects.



Collins French/German dictionary for **Languages**
 Scientific calculator for **Maths** and **Science**
 Earphones for **ICT**

Carried with them in their bag should always be their planner (which they will receive on their first day) and suitable equipment to support their learning.

Behaviour policy

Aim of the policy

The aim of this policy is to provide clear guidance to parents, staff, pupils and other stakeholders about the expectations of the school with regard to behaviour management and the methods used to maintain and promote an effective learning environment both within lessons and around school.

This policy takes heed of current government advice published in 2013:

www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies

School Philosophy

Our School motto is: '**Aim High**' This should underpin all that we seek to do as a school and as individuals within a community of learners. 'Aim High' means always to give our very best, including the way in which we behave towards and around others.

We believe that education is about 'inspiring and empowering', working together with families and other stakeholders to equip all young people with appropriate knowledge, skills and personal qualities. In addition to important educational qualifications, such as GCSEs, we want our young people to be confident, articulate and ready to make a unique and positive mark on the world.

The Principles

We believe that effective behaviour management is at the heart of a successful and thriving school; good behaviour creates a learning environment in which teachers can teach and pupils can learn.

It also provides an environment where pupils and staff feel and are safe, respected and valued by other members of the learning community and are free from fear, bullying and harassment.

We are committed to:

- Promoting good behaviour both inside and outside of the classroom.
- Promoting self-esteem, self-discipline, appropriate regard for authority and positive relationships based upon mutual respect.

- Ensuring equality and fairness for all.
- Promoting consistent responses both to positive behaviours (rewards) but also to negative behaviours (sanctions).
- Providing a safe environment for all staff and pupils that is free from bullying or any form of harassment.
- Working with a range of external agencies to promote and encourage good behaviour and to engage in early intervention where we believe this is necessary.
- Encouraging a positive relationship with pupils, parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.
- Promoting an ethos/culture of praise and encouragement in which all pupils can enjoy and achieve.

Roles and responsibilities

The Governing Body will, through consultation with other stakeholders including the Headteacher, staff, parents and pupils, establish a policy of desired behaviours and procedures to achieve these and will review this policy annually

The Headteacher and the Deputy Headteacher: Learning will be responsible for the day-to-day management of the policy and procedures.

School staff, including teaching and support staff, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher and all other school employees, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policies and procedures consistently.

Parents and carers are expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside of school. The school will encourage parents to work in partnership and to assist it in maintaining high standards of desired behaviour. Parents and carers are actively encouraged to raise with the school any issues in relation to the operation of the policy.

Pupils are expected to take full responsibility for their own behaviour and will be made fully aware of the

school policy, procedure and expectations. Pupils will be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

Procedures

The procedures detailed in this policy have been developed through consultation between key stakeholders.

Our personal code of conduct

Saddleworth School wants to reward all pupils who 'Aim High' and play by the rules. Our Personal Code of Conduct is founded upon our 'Aim High' motto:

Arrive on time, ready to learn

Immaculate uniform at all times, wear it with pride

Make sure that your effort is good at all times

Hand in your homework on time and do it to the best of your ability

Instructions by teachers and other adults are to be followed first time without answering back - be polite

Give everybody the respect you'd like given to you

Have the correct equipment for learning with you at all times

All pupils, every lesson and through form-times/registrations, will be awarded with a credit simply by keeping to Our Personal Code of Conduct, with these credits accumulating over time and rewarded by certificates which are posted on the VLE. In addition, pupils may earn 'Extra Mile Credits' worth 1, 3 or 5 credits in reality, for going beyond the call of duty: producing particularly good or improved work, making good or better effort, contributing well to school life, helping a more vulnerable pupil, etc. These can later be traded via the school's online 'Credit Zone' and additional prizes will also be handed out at assembly or at Presentation Evening.

Dealing with in-class incidents of poor behaviour

Classrooms are a place of learning and we have high expectations for pupil behaviour in lessons.

Our Personal Code of Conduct also sets out what happens when pupils make the wrong choices in class. This is set out in a Consequences 'ladder' which allows pupils at each stage to stop, reflect and get back

on track. Pupil diaries are used to convey important messages in this regard and should always be out on desks. Pupils are expected to carry a diary at all times. The diary will need to be replaced where lost or defaced.

Stage 1: **Stop & think, first warning, diary to teacher**

Stage 2: **Choose (i.e., make the right choice): comment home written in diary**

Stage 3: **3rd and final warning (before removal): 30 minutes detention**

Stage 4: **Exit from classroom, first to a neighbouring room then via On Call – 60 minutes same-day detention**

Stage 5: **(or before for dangerous or threatening behaviours): internal seclusion**

A senior teacher is On Call every lesson. Pupils who disrupt teaching and learning will be 'On Called' from Stage 1 onwards if (a) they exhibit dangerous or threatening behaviour or (b) if they continue to disrupt in the neighbouring classroom at Stage 4.

Two On Calls in one day will result in the pupils spending the rest of the day and the following day, including social time, in Seclusion, with parents/carers attending school.

Two On Calls over half a term in the same subject will result in a meeting with the Curriculum Leader, with three On Calls resulting in parents/carers attending school. Poor behaviour over time will result in an extended spell in Seclusion, up to 5 working days.

Significant breaches of discipline, including swearing at a member of staff, will result in fixed-term exclusion.

Dealing with out of class incidents

We expect high levels of behaviour from pupils both inside and outside of the classroom. The latter will include:

- Behaviour in the corridors and communal areas of the school
- Behaviour at break and lunchtimes
- Behaviour on the way to and from school: in the community, on the bus, etc

- Behaviour outside of school if it impinges on the well-being of other pupils and/or staff (e.g., via social networks, etc.)

We expect pupils to:

- Show respect for each other in the way that they talk to each other and behave towards each other
- Show respect for adults in the school community and beyond
- Show respect for the physical environment. This includes not dropping litter or knowingly damaging property or hurting others
- Behave calmly and safely so that no other pupil is placed at physical risk
- Refrain from any activity that could be regarded as bullying or harassment of others.
- Show equality and fairness to all members of the school community and beyond. Not to act in a way that could be regarded as prejudiced or discriminatory

The **Corridor Behaviour Reminders** help to maintain good behaviour moving to and from lessons and at other social times. The key rules are:

- Keep to the left
- Move around responsibly and safely, especially on the stairs
- Line up quietly outside classrooms when required
- Be considerate of and helpful towards others, especially younger pupils
- Eat / drink only in designated places
- Respect the environment by taking the responsibility to pick up litter even when it is not your own

As with in-class incidents, we would expect most out of class incidents to be dealt with on an escalating scale. In many cases a conversation or reprimand from a member of staff is sufficient to alert a pupil to his/her unacceptable behaviour and to prevent this from recurring. In some cases, such as

repeated anti-social behaviour at lunchtime, detentions will also be used. There is a detention for littering the site and a separate detention on Friday nights for all other out of class incidents.

Pupils have to attend detentions and we would expect parents/carers to support school with this important sanction.

Where behaviour outside lessons is deemed to be in serious breach of the school discipline, for example physical assault on another pupil, theft, vandalism, verbal assault on a member of staff, a pupil may be required to attend internal seclusion or be issued with a fixed-term exclusion. Pupils with a poor record of behaviour may not be permitted to participate in extra curricular trips, visits and exchanges. Pupils whose behaviour on a school trip is in breach of school rules and expectations will be punished.

Mobile phones and electronic devices

Mobile phones are allowed at school, but only at the pupil's risk. They must be switched off and out of sight from 8:30am onwards until the end of school at 3:30pm when they may be used outside the building.

Phones that are seen or used at any time in breach of this rule will be confiscated and returned to the pupils after 5 working days (and before a holiday) or to a parent / carer within 5 working days from 3:30pm – 4:30pm.

Other electronic devices such as iPods, etc., will also be confiscated in line with the above, as they too are not permitted in school time.

Uniform

We expect high standards of uniform at all times. Pupils whose uniform in class is inappropriate will automatically lose their 'Aim High' credit. Pupils at any times who wear their uniform inappropriately, e.g., shirts out, etc., will receive a "uniform caution" stamp in their diary. Three stamps in a working week will result in a detention with the pupil's form-tutor.

Detentions

Detentions form part of our approach to behaviour management and there is an expectation that parents will support the school's decision to place a pupil in a detention.

Detentions will most commonly be given after school. All curriculum areas also run an after school detention system, e.g., for poor work, missing homework, poor behaviour, etc.

Detentions will be doubled as a matter of course where a pupil chooses not to attend; a further Extended Detention lasting two hours with a senior teacher will be issued should there be further non-compliance. A fixed-term exclusion will be given when a pupil repeatedly fails to accept the sanction imposed by school.

Dealing with continued incidents of poor behaviour or more serious incidents of poor behaviour

In most cases, one off interventions will support pupils to return to the classroom as swiftly as possible so that learning can recommence. Whilst we aim not to exclude pupils from school however, there are times where individual pupils continue to demonstrate behaviours which do not meet the expectations of the school and may damage the learning and progress of other pupils or the well being of other pupils or staff. In these cases, and in the case of "one off" serious incidents of poor behaviour, the school will use the higher level sanction of fixed-term exclusion.

Some fixed-term exclusions will be internal via Seclusion. In some cases, external fixed-term exclusions will be given. This is likely to be the case where the seriousness of the offence warrants this punishment as an individual deterrence and a general deterrent to others. External fixed-term exclusions are also likely to be given where the pupil has already been in Seclusion previously.

For persistent poor behaviour or for one-off offences that are serious breaches of discipline, a pupil might undertake a Managed Move to another school for a 'fresh start' or be permanently excluded. One-off offences may include: serious physical assaults; bringing potentially dangerous weapons into school, threatening to use them or using them; theft and bringing illegal substances (e.g., drugs and other substances) onto the school site with intent to use / supply to others / 'dealing'.

Support for pupils and families to improve behaviour

As a school we recognise that there is a need to support pupils who find it difficult to comply with expectations over behaviour, both in and outside of the classroom. At the heart of this support is communication with the parents / carers and the development of realistic targets for improving behaviour. We also believe strongly in multi-agency approaches to supporting the pupils in our care and hence will look to engage specialist agencies in supporting the behaviour needs of a pupil where these have been identified.

We have worked with staff and pupils to develop a staged model for dealing with individual pupils who are demonstrating behaviour that breaches the school code of conduct. This model is routinely shared with pupils, parents and other stakeholders and is intended to be transparent and realistic. The model shows clear escalation but at every level the emphasis is on supporting the young person to get it right.

Interventions (to support and challenge) might include (in no particular order):

- Positive reports
- Motivation Tracker/Reward
- Parent/pupil conference
- Pupil/teacher conference
- Restorative approaches
- Behaviour mentoring
- Peer support
- Behaviour intervention session
- Subject report
- Form-tutor report
- Home School Leader report
- SLT report
- Lock-down report
- Signposting to external agencies, e.g., Positive Steps, Groundwork, etc.
- Alternative, personalised timetables, in and out of school
- SEN support/QEST
- Educational Psychologist referral
- CAMHS referrals
- Counselling
- Drugs/alcohol via School Health Advisor/OASIS/YOT
- CAST/Police/Fire service, etc.

Dealing with bullying

Please refer to separate Anti-bullying policy.

Searching pupils

School follows current government guidelines about searching and screening pupils:

www.gov.uk/government/publications/searching-screening-and-confiscation

In essence:

School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

A pupil that refuses to co-operate with a search will be treated as any other pupil who refuses to comply with the school discipline policy and a sanction will be imposed.

Use of reasonable force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff

member concerned and should always depend on the individual circumstances.

School follows current government guidelines about the use of reasonable force:

www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Dealing with allegations against members of staff

Where there are allegations made against members of staff, these will be investigated swiftly and consistently by the School Leadership Team in line with the School Complaints Policy. Where there are issues relating to safeguarding and child protection, these will be dealt with via the appropriate channels including immediate communication with the Local Area Designated Officer (LADO) for Child Protection.

The School takes its responsibility for safeguarding and child protection extremely seriously – see Child Protection Policy. With this in mind we also regard false and malicious allegations against members of staff by pupils as an extremely serious breach of the school discipline code and hence serious sanctions will be imposed against pupils who knowingly make such false allegations.

Reference to other policies

This policy should be read in conjunction with other policies such as:

- Anti Bullying policy
- Child Protection policy
- Complaints policy

All policies are available on the school website

Review

This policy will be reviewed on an annual basis prior to approval at the Full Governors meeting in November.

Useful contacts

Contact Number: **01457 872072**
 Website address: **www.saddleworth.oldham.sch.uk**

Senior Leadership Team:

| | | |
|------------------------|---------------|----------------------------------|
| Head Teacher | Mr M Milburn | m.milburn@saddleworthschool.org |
| Associate Head Teacher | Mr D Watson | d.watson@saddleworthschool.org |
| Deputy Head Teacher | Miss N Peek | n.peek@saddleworthschool.org |
| Assistant Head Teacher | Mrs C Briggs | c.briggs@saddleworthschool.org |
| Assistant Head Teacher | Mrs C McMurdo | c.mcmurdo@saddleworthschool.org |
| Assistant Head Teacher | Mr M Anderson | m.anderson@saddleworthschool.org |

Year Team:

| | | |
|------------------------------------|-----------------|-----------------------------------|
| Year 11 Home School Leaders | Miss C Campbell | c.campbell@saddleworthschool.org |
| Year 11 Pastoral Support Assistant | Mrs K Wolfenden | k.wolfenden@saddleworthschool.org |
| Youth Worker | Mr J Brady | j.brady@saddleworthschool.org |

Specific issues, questions or concerns connected with:

| | | |
|---------------------------|------------------|------------------------------------|
| Attendance | Mr S Askew | s.askew@saddleworthschool.org |
| Medical | Mrs A Tissington | a.tissington@saddleworthschool.org |
| Special Educational Needs | Mrs E Borg | e.borg@saddleworthschool.org |
| Finance | Mrs C Richards | c.richards@saddleworthschool.org |
| Child Protection Concern | Mr M Anderson | m.anderson@saddleworthschool.org |
| General | Mrs A Reece | info@saddleworthschool.org |

Subject specific Concern:

| | | |
|----------------------|-------------------|------------------------------------|
| Art | Mr P Jones | p.jones@saddleworthschool.org |
| Business Studies | Miss C Dempster | c.dempster@saddleworthschool.org |
| English | Mrs S Armstrong | s.armstrong@saddleworthschool.org |
| Drama | Miss L Trickett | l.trickett@saddleworthschool.org |
| Geography | Mr A Elliot | a.elliott@saddleworthschool.org |
| History | Mrs L Kernohan | l.kernohan@saddleworthschool.org |
| Health & Social Care | Mrs E Borg | e.borg@saddleworthschool.org |
| ICT | Mr H Nazir | h.nazir@saddleworthschool.org |
| Languages | Mrs S Hegarty | s.hegarty@saddleworthschool.org |
| Maths | Mr T Airnes | t.airnes@saddleworthschool.org |
| Music | Mr G Beckwith | g.beckwith@saddleworthschool.org |
| PE | Mr A Cree | a.cree@saddleworthschool.org |
| RE | Miss R Sunderland | r.sunderland@saddleworthschool.org |
| Science | Mr J Horn | j.horn@saddleworthschool.org |
| Technology | Mrs S Owen | s.owen@saddleworthschool.org |

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