

Parents' Handbook

2023-2024



All Saints' Roman Catholic High School

A Voluntary Academy, a part of the Romero Catholic Academy Trust



Luceat Lux Vestra

All are welcome at All Saints'

...St James-the-Less Roman Catholic Primary School, Bacup St Joseph's RC Primary School, , Our Lady and St Anselms' Roman Catholic Primary School, St Mary's Bacup Catholic Primary School, St Mary's Haslingden Catholic Primary School, St Peter's Roman Catholic Primary School, St Veronica's Roman Catholic Primary School, Balladen Community Primary School, Bacup Thorn Primary School, Briercliffe Primary School, Britannia Community Primary School, Broadway Primary School, , Cribden House Community School, Edenfield C of E Primary School, Haslingden Primary School, Haslingden St James C of E Primary School, Helmshore Primary School, Holy Trinity Stacksteads C of E Primary School, Moor End Primary School, Newchurch C of E Primary School, Northern Primary School, Rawtenstall St Anne's C of E Primary School, Stacksteads C of E Primary School, St John with St Michael Community School, St Anne and St Joseph's RC Primary School, St James C of E Primary School, St Joseph's Convent School, St Joseph's (Ramsbottom) Primary School, St Mary Magdalen's C of E Primary School, St Nicholas C of E Primary School, St Oswald's Roman Catholic Primary School, St Patrick's Roman Catholic Primary School, St Saviour's Community Primary School, St Vincent's Roman Catholic Primary School, Stubbins Primary School, Water Primary School, Waterfoot Primary School, Whitworth Tonacliffe Primary School.

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Romero
Catholic Academy Trust



All Saints'
Roman Catholic High School,
A Voluntary Academy

Contact Information

School Address

Haslingden Road
Rawtenstall
Rossendale
BB4 6SJ

Telephone

01706 213693

Pupil Absence Line

01706 233707, or email on:
attendance@allsaintshigh.lancs.sch.uk

General e-mail

office@allsaintshigh.lancs.sch.uk

Website

www.allsaintshigh.lancs.sch.uk



Welcome

Welcome to All Saints' Roman Catholic High School, A Voluntary-Aided Academy.

Welcome to the family of All Saints'; I feel extremely proud and privileged to be taking up the post of Headteacher at All Saints', leading the school on the next stage in its journey. My vision for All Saints' is to deliver a world class Catholic education for all and be the beating heart of the Catholic community in the Rossendale Valley.

Students at All Saints' deserve to experience a broad and balanced curriculum that enables them to excel academically. Alongside this, the Catholic faith is to be taught, lived and celebrated so our students leave ready and willing to be the 'next generation of the stewards of God's creation.'

Therefore, we have extremely high expectations and standards with regards to uniform, attendance and punctuality for every student that is part of the All Saints' community. How the pupils wear their uniform reflects their mindset. If students are in correct uniform, on time and equipped, they are demonstrating their determination to succeed. The uniform expectations are provided in detail on page 30 - 31 and can also be found on our school website.

Likewise, good attendance is vital for your child to make the most of every learning opportunity to enable them to reach their full potential, as well as equipping your child for their journey through life. Missing school will make that journey much more difficult. Similarly, punctuality is critical in ensuring your child takes full advantage of their learning time in school. Students must ensure that they are on time for the start of the school day and for all lessons in school. Students should aim to be on school site by 8.20am to ensure they are at their Form Room for the start of the school day at 8.30am

Our home school partnership is of the utmost importance; parents are a student's first educators and the first introduction to a family. By working together to reinforce our expectations and why they are important for life beyond school we, as a partnership, are united in our aim of supporting our students in all aspects of their educational journey.

Thank you for your support and I look forward to working closely with you on our united mission to develop our students God given talents and the skills to lead positive change in our world by living and breathing our school motto of 'Luceat Lux Vestra'.



**Frankie Lord
Headteacher**



***Luceat Lux Vestra
Let Your Light Shine***

This is our school motto, selected by our pupils in 2013 that encapsulates our Mission. May it provide a reminder to all, that educating the whole person, spiritually, morally and socially, is what makes All Saints' a special place.

Our Catholic Ethos

All Saints' Roman Catholic High School is founded on faith in Jesus Christ and is committed to the gospel values of love, truth, justice and peace. Our mission is to be a Catholic School where every individual is highly valued and where care and concern for others is central to our work. All our staff and pupils are expected to achieve their potential and become equipped for life able to make a full contribution to society. We believe everyone is a child of God and deserves to be treated fairly. Equally and with compassion.

Our Mission statement

All Saints' is a school where the Catholic faith is taught, lived and celebrated.

We will educate the whole person spiritually, morally and intellectually.

We embrace Catholic values in all we do and in all our relationships.

We will identify and cater for the individual pupil's needs and prepare them for responsible participation in society.

Our aim is to follow Christ's teaching, as found in the Gospels, in everything we do.

Our school motto forms the basis of our action.



Luceat Lux Vestra
Let Your Light Shine



Our motto and mission statement is known, lived and witnessed throughout the school and has a significant impact on learning and the life of the school.

All are welcome as members of our community.

We aim for all to be comfortable and confident in our school.

We support our pupils and staff

Our learners are in pursuit of the truth, they do not shy away from the "big questions

"In the beginning was the Word" (John 1:1).

”.

Our Catholic Ethos

We have our own Chapel space as a place of tranquillity and rest. There are opportunities to pray, reflect and build community together. We have Masses at key times in the liturgical years, which are led by clergy from our parishes. We have liturgies for pupils and staff. We work closely with our Primary schools and worship as a Catholic cluster of valley schools.



***“The good you do today,
people will often forget tomorrow;
Do good anyway.
Give the world the best you have.”
Mother Theresa***

We engage in fundraising events for our chosen charities throughout the year. Each year we support local and a national charities and raise money to support those who live desperate lives of poverty and who are among the most vulnerable in our local, national and global community. We also support CAFOD, Rossendale Hospice, RAFT and other relevant charities.

Our responsibility to safeguard and promote the welfare of young people is of paramount importance and we believe that safer pupils make more successful learners.

“Preach the Gospel at all times. Use words if you have to.”

We develop pupils who are proactive citizens who participate in building community and in service to the Common Good. We want our students to grow and develop into successful children of god and responsible citizens of our global community. We install British values and gospel values and promote an atmosphere based on love, respect compassion, service and stewardship

Governing Body

Chair Of Governors

Mrs R Wilson

Head Teacher & Governor

Mrs F Lord

All Saints Local Governing Body (LGB) is comprised of 4 Foundation Governors, 2 Staff Governors including the Headteacher and 2 Parent Governors.

Associate Governors bring specific expertise to the LGB and are fully involved in the work of the LGB but do not have voting rights.

Foundation Governors are appointed by the Bishop to preserve the religious character of the school. If you are 18 or over and can obtain a recommendation from your Parish Priest, this might be an excellent opportunity to devote some time to Catholic education.



Diocese of Salford Schools

Commission

Cathedral Centre
3 Ford Street
Salford
M3 6DP



New Governors are welcomed by a friendly and supportive body and are provided with an excellent induction programme and opportunities for further training with local providers. New members are also offered a mentor to provide advice and assistance in all aspects of school governance.

NB. Foundation Governors are nominated by Diocese of Salford Schools Commission; Parent Governors by ballot and should a vacancy occur parents will be informed.

Management & Staffing

The Senior Leadership Team

The Headteacher has a Senior Leadership Team to help run both the curriculum, pastoral and administration of the school.

The Senior Leadership Team is responsible for a range of specific subjects, for developing their staff, for the effective use of cross-curricular work within the overall curriculum, and administrative and pastoral tasks. The management approach enables cross-curricular links to be more readily achieved and encourages teamwork across wide subject disciplines.

Headteacher:

Mrs F Lord

Deputy Headteacher:

Mr D Swarbrick

Assistant Headteachers:

Mr J Hunt

Mrs H Laverty - Designated Safeguarding Lead for Child Protection

School Operations Manager- Mrs K.Hodson

SENDCO – Ms K Haworth

Teacher		Main subject	Teacher		Main Subject
Briggs	T	CL Science	Kight	K	CL Art & Technology
Broderick	K	English	Khan	A	Science
Connearn	R	Food Technology	Lakeland	C	Science
Cook	M	Mathematics	Laverty	H	PE & English
Crapnell	A	Design & Technology	Lay	R	Mathematics
Corringan	S	Lead Teacher of Geography	O'Sullivan	T	Computing & Maths
Campbell	B	Science	Padwell	L	CL Creative Arts
Dunne	T	Geography	Parkes	M	CL PE
Farley	C	History	Scott	A	Mathematics
Hill	C	PE	Sidlow	A	CL RE & Chaplaincy
Hindley	A	CL English	Whillance	N	CL MFL
Keeble	T	English	Wilson	S	CL Mathematics
Kenwright	S	RE			
Kershaw	L	CL Humanities			

CL = Curriculum Leader

Pastoral Care

The Headteacher is assisted in the planning and delivery of pastoral care at All Saints' by a team which includes the Senior Leadership Team, Pastoral Leaders, Learning Mentors and Form Tutors.

Form Tutors are the first point of contact at the school and will deal with the majority of questions or concerns that may arise. For more serious issues, Pastoral Leaders are there to support you and your child both in terms of their academic progress and for any major pastoral

issues that may arise. Please get in touch with your child's Form Tutor or Pastoral Leader either by phone, e-mail, letter or a note in your child's School Diary. The attendance staff should be kept informed about illness, absence, dental or medical appointments, or any change in home circumstances.

Each pupil will be assigned to one of the school houses and they will participate in whole school assemblies & events, strengthening the links with, and working with all members of the school community.



Pupils can earn Behaviour Points throughout the year, which not only attract personal recognition (such as Bronze, Silver and Gold Awards) but also contribute to totals for each House.

The Houses are:
ASSISI,
OSCAR ROMERO,
MOTHER TERESA,
TAIZÉ.

FORM TIME

Your child will spend 15 minutes each day with their form. During this time, pupils will meet with their Form Tutor. A daily 'Uniform and Equipment' check is carried out to ensure the highest of standards are maintained. An act of worship also takes place at this time of the day and your child will have at least one assembly each week. As part of our drive to encourage all children to enjoy the pleasure of reading, we actively promote this by asking all pupils to read silently during form time on Reading Mondays. It is important therefore that they come equipped with a suitable reading book. This then allows the Form Tutor to focus on the tracking and monitoring of pupil's academic progress through individual meetings, supporting the work of the Pastoral Leaders. In order to maintain these high standards for your children, we maintain a flexible approach to form groups and reserve the right, if it is considered in the best interests of pupils, to facilitate movement between the different groups to best suit your child.

Our Houses

Francis of Assisi House



Born in Italy circa 1181, St. Francis of Assisi was renowned for drinking and partying in his youth. After fighting in a battle between Assisi and Perugia, Francis was captured and imprisoned for ransom. He spent nearly a year in prison—awaiting his father's ransom—and, during this time, reportedly began receiving visions from God. After his release from prison, Francis reportedly heard the voice of Christ, who told him to repair the Christian Church and live a life of poverty. Thus, he abandoned his life of luxury and devoted his life to Christianity, and became known all over the Christian world. Continuously pushing himself in the quest for spiritual perfection, Francis was soon preaching in up to five villages per day, teaching a new kind of emotional and personal Christian religion that everyday people could understand. He even went so far as to preach to animals, which garnered criticism and earned him the nickname "God's fool." But Francis's message was spread far and wide, and thousands of people were captivated by what they heard.

Later in life, Francis reportedly received a vision that left him with the stigmata of Christ—marks resembling the wounds Jesus Christ suffered when he was crucified—making Francis the first person to receive the holy wounds of the stigmata. He was canonized as a saint on July 16, 1228. Today, St. Francis of Assisi has had a lasting resonance, with millions of followers across the globe. He was canonized as a Saint just two years after his death, on July 16, 1228, by his former protector, Pope Gregory IX. Today, St. Francis of Assisi is the patron saint for ecologists—a title honouring his boundless love for animals and nature.

"If God can work through me, he can work through anyone."

"Preach the Gospel at all times, if necessary, use words."

Our Houses

Mother Teresa House

Was born Agnes Gonxha Bojaxhiu in Skopje, Macedonia, on 26th August 1910. Her family was of Albanian descent. At the age of twelve, she felt strongly the call of God. She knew she had to be a missionary to spread the love of Christ. At the age of eighteen she left her parental home in Skopje and joined the Sisters of Loreto, an Irish community of nuns with missions in India. After a few months training in Dublin she was sent to India, where on May 24 1931, she took her initial vows as a nun. From 1931 to 1948 Mother Teresa taught at St. Mary's High School in Calcutta, but the suffering and poverty she glimpsed outside the convent walls made such a deep impression on her that in 1948 she received permission from her superiors to leave the convent school and devote herself to working among the poorest of the poor in the slums of Calcutta. Although she had no funds, she started an open-air school for slum children. Soon she was joined by voluntary helpers, and financial support was also forthcoming. This made it possible for her to extend the scope of her work. On October 7 1950, Mother Teresa received permission from the Pope to start her own order, "The Missionaries of Charity", whose primary task was to love and care for those persons nobody was prepared to look after.

The Society of Missionaries has spread all over the world, including the former Soviet Union and Eastern European countries. They provide effective help to the poorest of the poor in a number of countries in Asia, Africa, and Latin America, and they undertake relief work in the wake of natural catastrophes such as floods, epidemics, famine, and for refugees. The order also has houses in North America, Europe and Australia, where they take care of the shut-ins, alcoholics, homeless, and AIDS sufferers.

Mother Teresa's work has been recognised and acclaimed throughout the world and she has received a number of awards and distinctions. Mother Teresa died on 5th September 1997.

"Being unwanted, unloved, uncared for, forgotten by everybody, I think that is a much greater hunger, a much greater poverty than the person who has nothing to eat."

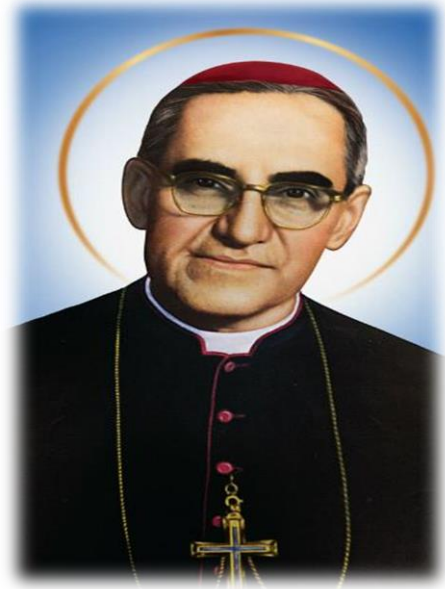


Our Houses

Romero House

Oscar Romero was born in Ciudad Barrios, a town in the mountainous east of El Salvador, on 15 August 1917. He was the second of seven children. When he was thirteen he declared a vocation to the priesthood. In February 1977, Oscar Romero became archbishop of San Salvador. As Archbishop of San Salvador, Father Romero was a source of strength and hope for the poor and for the oppressed of his country, working with and for them, taking their struggles as his own. Romero wrote and spoke passionately and publicly of the need for Christians to work for justice, frequently faced with threat and danger from those who opposed his ideas. On March 24 1980, while celebrating the Eucharist, Archbishop Romero was shot and killed at the altar by a death squad assassin, paying the highest price for the commitment about which he spoke so often and so eloquently. Because of his courageous stand for justice, he became a martyr not only for poor Salvadorians but for all struggling to overcome oppression and poverty.

Today, his sermons are read as powerful reminders of Christians' obligation to fight for a just society. Shortly before he was murdered, Romero said: "It is my hope that my blood will be the seed of freedom and the sign that hope will soon be reality". The example of Romero's courageous life and ultimately death continue to inspire those who struggle for human dignity and justice.



"It helps, now and then, to step back and take a long view. The kingdom is not only beyond our efforts, it is even beyond our vision. We accomplish in our lifetime only a tiny fraction of the magnificent enterprise that is God's work"

Our Houses

Taizé House



The Taizé Community is an ecumenical monastic order in Taizé, Saône-et-Loire, Burgundy, France. It is composed of more than one hundred brothers, from Protestant and Catholic traditions, who originate from about thirty countries across the world. It was founded in 1940 by Brother Roger Schutz, a Protestant. Guidelines for the community's life are contained in The Rule of Taizé written by Brother Roger and first published in French in 1954.

The community has become one of the world's most important sites of Christian pilgrimage. Over 100,000 young people from around the world make pilgrimages to Taizé each year for prayer, Bible study, sharing and communal work. Through the community's ecumenical outlook, they are encouraged to live in the spirit of kindness, simplicity and reconciliation.

Throughout the year, meetings for young adults between 17 and 30 years old take place in Taizé. The number of visitors reaches more than 5000 during the summer and on Easter.

"Since my youth, I think that I have never lost the intuition that community life could be a sign that God is love, and love alone." - Brother Roger

Contacting School

If you have any concerns with your son/daughter then please contact their Form Tutor. We will always try and return a call within 24 hours. Please be patient as some staff may be teaching all day and have meetings after school. Unless it is a serious safeguarding or Health and Safety issue we cannot accommodate unannounced demands for a meeting.

Year Group				
7	8	9	10	11
Form Tutors				
7A Mr Scott	8A Mr Corringan	9A Miss Hill	10A Miss Campbell	11A Mrs Kershaw
7MT Mrs Keeble	8MT Mr Crapnell/Miss Padwell	9MT Ms Kenwright	10MT Miss Lay	11MT Mr Dunne
7R Mrs Lakeland	8R Mrs Kight	9R Mr Parkes	10R Mr Briggs	11R Mrs Whillance
7T Mrs Khan	8T Mrs Hindley	9T Mr Sidlow	10T Mr O'Sullivan	11T Miss Connearn
Progress Leader				
Mrs Barlow	Mr Farley/Miss Broderick		Mrs Robinshaw	Mrs Starkie
SLT Lead				
Ms Laverty				

The All Saints' Experience

FLY AS HIGH AS YOU CAN

"We can ask ourselves this question: Am I stuck on a playground or do I wish to fly high?"

Am I tied to a herd, blindly doing what everyone does, seeking only self-satisfaction, focused on myself, or do I look above to fly high?

Don't be scared, dare to have fabulous plans. I encourage you to not be afraid to dream, to have great ideals, to be builders of hope."

Pope Francis

Life at All Saints' extends well beyond the classroom.

The School Day

08:00	Breakfast	
08:20	Briefing (Staff)	
08:30	Form time	
08:45	Period 1	
09:45	Period 2	
10:45	Break	
11:00	Period 3	
12:00	Period 4	
13:00	Lunch	
13:40	Period 5	
14:40	Buses	
14:50	After school activities	Intervention classes, Sports fixtures & training, Music & Arts' groups, Detentions, Coaching, Homework



"I have come so that they may have life and have it to the full"

All Saints' Year 7 Experience

Each of our new Year 7 pupils matters to us and is treated individually with respect and consideration. The well-being of each member of our community is promoted and supported through strong pastoral care. We teach our pupils to take responsibility for their own work and for the support, leadership and guidance they might provide for others – to develop independence of mind and spirit. All Saints' aims to nurture the pupil's natural talents and skills in order for pupils to become confident, high achieving well rounded young adults. We help each pupil to shape an experience that is distinctive and personal.

At All Saints' we provide an environment in which inspiration, enthusiasm, creativity and scholarship all thrive. We aim to develop lifelong passions for academic work whilst ensuring pupils have fun through learning. Year 7 pupils will reflect on their ambitions and aspirations throughout the year. As they grow, we will give them the opportunities required to find out where they want to go in life, the qualifications they need to get there and how they are going to achieve it.

Working in partnership, we will equip pupils with the experience, skills and qualifications necessary to fulfil their hopes and dreams.

The Accelerated Reading (AR) Programme takes place throughout Year 7 during English lessons. Pupils will read during Form time with their form tutors and spend quiet time reading appropriate books for their individual abilities. Pupils are then encouraged to take online quizzes relating to the books they have read. This tests their comprehension and also their current reading age so we can build up an accurate picture of each child and offer appropriate support if required to help them to progress. Success in Year 7 will be formally measured by their subject teacher once every term and their effort and engagement every half term.

Parents can support their child by monitoring the quality and quantity of homework set as they complete this at home. Parents can also monitor homework by accessing the online resources available at the school's website (www.allsaintshigh.lancs.sch.uk).

All Saints' is a place where everyone contributes, where we have high expectations of one another, where we all behave in ways that are consistent with the vision and values of All Saints'. We encourage our pupils to make the most of the tremendous opportunities we offer them – within every pupil there is a spark which we aim to ignite so that their light may shine.

Your child's Form tutor will discuss how they have settled into school at the Year 7 Parents' Evening on **Thursday 12th October 2023**. Following this, your child's teacher will discuss with you their specific subject progress at the next Year 7 Parents' Evening on **Thursday 14th March 2024**. Your attendance is crucial on these days.

If you wish to discuss any matter relating to your child in Year 7, please do not hesitate to contact Mrs Barlow, Year 7 Pastoral Leader, by telephone or email s.barlow@allsaintshigh.lancs.sch.uk

Thank you for your support.



Year 7 Pastoral Leader:
Mrs Barlow

All Saints' Year 8 Experience

Year 8 is an important building block for our pupils and an important year in your child's academic journey. We look to maintain the high standards of uniform, appearance and equipment records they have already gained a good reputation for and hope to build on their potential to give them the best chance of future success.

Parents are asked to ensure their children read for twenty minutes every day to play their part towards their child's literacy progress.

All pupils in Year 8 are encouraged to participate in a range of extra-curricular activities around school. Pupils are encouraged to participate in at least one sports activity every week. There are many activities to choose from, including football, badminton and trampolining. These clubs are available at lunch time and after school and are designed not only to keep our pupils fit, but to encourage healthy competition between peers and neighbouring schools. Pupils are also encouraged to sing in the school choir and we are blessed with wonderful speakers, singers and performers who participate regularly during liturgies, at prize evenings and in our annual school show.

Pupils also have the opportunity to attend a Homework Club every day after school. The time spent on homework set is an essential part of our pupils' development. As a guide, pupils in Year 8 should be spending one hour per week on English and Mathematics homework and 30 minutes on all other subjects. It is essential that adequate time is spent on each piece of homework as it helps pupils to learn independently in preparation for their GCSEs in the not too distant future.

If future success is to be realised, it is essential for pupils to work to their best ability in school and match this with a consistent level of effort at home. This year in particular is a time when pupils need to form the correct habits and develop high standards of behaviour and learning. This helps to shape our pupils' futures.

Our website (www.allsaintshigh.lancs.sch.uk) contains lots of helpful information for pupils and parents and should be checked on a regular basis. Learning Programmes and Knowledge Organisers for every subject are available online so that pupils and parents can see what will be delivered in each subject on a weekly basis.

There is also a link to our home learning platform Satchel:One which can be used to help support your child with their independent learning.

Your child's teachers will be available to discuss your child's progress with you at the Year 8 Parents' Evening on **Thursday 7th December 2023**. Your attendance is crucial on this day.

If you wish to discuss any matter relating to your child in Year 8, please do not hesitate to contact Mr Farley, Year 8 Pastoral Leader, by telephone, or email at c.farley@allsaintshigh.lancs.sch.uk



Year 8 Pastoral Leader:
Mr Farley

All Saints' Year 9 Experience

Year 9 is an exciting time in the educational journey for our pupils as they begin to consider choosing their GCSEs. It marks the first time pupils start to narrow the number of subjects they study, as well as increasing the depth in the level of understanding required in each of these subjects.

The final Key Stage 3 schemes of work in English and Maths are designed to prepare pupils for the demands of Key Stage 4 by developing the necessary skills in deduction, semantics and abstract thinking. More critically, in Science, pupils will begin Year 9 studying Chemistry, Physics and Biology in much greater detail while guided by subject specialists. The choices pupils make in Year 9 will influence those they may wish to take in the future at A-level and beyond. It is vital therefore, that pupils engage fully with the curriculum in order to gain a clear insight into where their strengths lie and to help inform what their next curriculum choices should be. At All Saints' we strive to ensure that our Year 9 pupils are provided with informed advice at this pivotal moment in their educational journey.

At All Saints' we encourage a broad and balanced curriculum but we know that some students might have areas of specialism and we encourage these where appropriate.

Qualities such as resilience, collaborative work and leadership will be equally important to our pupils; we value a healthy mind and body. Therefore a plethora of sports and fitness clubs are available to all pupils; including this year the addition of dance and drama club. Regardless of ability, we encourage all our Year 9 pupils to take advantage of them.

As part of recognising and celebrating pupils' success we hold an annual Awards Evening where pupils receive certificates and awards for their progress throughout the year. This event acknowledges all the effort and determination of our pupils and in previous years has been an enjoyable and rewarding event for both pupils and families. To demonstrate our gratitude for the hard work and progress made by pupils we also run an annual rewards trip; traditionally we celebrate the hard work of our pupils at a venue of their choice. It is a day which we all look forward to.

If success is to be achieved at All Saints' then exemplary behaviour and a strong work ethic both in the classroom and at home are critical. To help

monitor the progress of your child we will carry out three progress reviews throughout the year to help determine your child's current performance in relation to their individual flight path. Pupils will also be expected to complete a regular amount of homework each week which will be set online using 'Satchel:One'. This can be accessed on the school website along with your child's Learning Programmes for the academic year.

Your child's teachers will discuss with you the specific subject requirements at the Parents' Evening on **Thursday 29th February 2024**. If you wish to discuss any matter relating to your child then please do not hesitate to contact, the Year 9 by telephone, or email at office@allsaintshigh.lancs.sch.uk.

All Saints' Year 10 Experience

This is a vital year as your child makes important progress towards their academic qualifications which of course are crucial to their future career prospects.

The school website (www.allsaintshigh.lancs.sch.uk) is a useful tool which allows parents and pupils to create a home learning environment. These interactive resources and learning programmes show lesson learning outcomes and provide opportunities for homework ensuring extended learning at home. We know that, with your support, we can help make that journey as positive as possible. Your child's teachers will discuss with you the specific subject progress at Parents' Evening on **Thursday 8th January 2024**. Your attendance is crucial on this day.

If success is to follow, hard work in school must be matched by a regular and sustained level of effort at home. Parents can support the school by monitoring the quality and quantity of homework set via Satchel one app. Pupils should be completing a minimum of two hours homework each week.

They should be planning their work; not leaving it to the last minute to meet deadlines and ensuring they are completing all work to at least their target level.

All subjects offer extra support specifically aimed at assisting pupils in achieving their potential in their courses. We want our pupils to experience a series of life enhancing opportunities and to extend the boundaries of learning to beyond the classroom.

Those pupils who have chosen to study Geography will be given the opportunity to complete a field study, in the local area and further afield, for the chance to apply their academic knowledge developed in the classroom. In Music, pupils will have the chance to apply their musical talent in several of the awards presentations, from our annual Prize Giving; the chance to contribute to the school community is abundant for musicians.

In PE, pupils will partake in leadership courses in multi sports where the option to coach, officiate or perform are all opportunities to showcase various skills. Furthermore, the opportunity for pupils to experience outdoor and adventurous activities is always a popular one with pupils joining the Duke of Edinburgh programme, Bronze Award.

Your child's teachers will be available to discuss your child's progress with you at the Year 10 Parents' Evening on **Thursday 8th February 2024**. Your attendance is crucial on this day.

If you wish to discuss any matter relating to your child in Year 10, please do not hesitate to contact Mrs Robinshaw, Year 10 Pastoral Leader, by telephone, or email at v.robinshaw@allsaintshigh.lancs.sch.uk



***Year 10 Pastoral Leader:
Mrs Robinshaw***

All Saints' Year 11 Experience

Year 11 pupils will continue with Curriculum subjects they began in Year 10 in what is their most important year in their education so far. Success in the summer of 2024 will depend upon your child's hard work both at school and at home so your support in their studies is of paramount importance.

Most GCSEs are by a final exam in Year 11 but some coursework still plays a crucial part in some courses. All coursework must be completed and handed in to meet deadlines and should naturally be of the highest standard possible. Your child's teachers will discuss with you the specific subject requirements for coursework at the KS4 information day on **Thursday 9th November 2023.**

Public examinations are on-going throughout this year. Your child will be issued with an individual exam timetable throughout the year dependant on the pathways they are taking. Please make a note of these important dates and impress upon your child the need for thorough revision. You may wish to take the opportunity to create a revision timetable with your child, building in rewards when necessary.

We fully expect the vast majority of our pupils to continue with Further Education at one of the local sixth forms. We recommend the nationally recognised Catholic 6th Form College; Holy Cross, Bury. The transition process has already begun and further information will be available to parents and pupils of Year 11 at the Careers and KS4 Information Day.

Parents are asked to encourage their child to attend all revision lessons in order to support their child's learning and future success. In addition, students will be receiving the support of Elevate Education during the year to help them develop revision skills and study strategies. If your child is to be successful, it is vital that they maintain a high level of effort in their homework studies and personal revision.

All pupils are encouraged to engage in extra-curricular activities during Year 11 such as: weekly assemblies; masses and special liturgical services and Sports and Performing Arts activities throughout the year. Not only are these extra-curricular experiences superb learning tools for your child, they also help to develop independence and employability skills; excellent for referencing when writing a CV or in a college or employment interview.

Celebrations will take place in the summer term. Discussions regarding this will take place throughout the year via our senior pupil team and prom committee.

Your child's teachers will discuss with you the specific subject progress at Parents' Evening on **Thursday 1st February 2024.**

If you wish to discuss any matter relating to your child in Year 11, please do not hesitate to contact Mrs Starkie, Year 11 Pastoral Leader, by telephone, or email at l.starkie@allsaintshigh.lancs.sch.uk



***Year 11 Pastoral Leader:
Mrs Starkie***

Partnership Agreements

It is the responsibility of the SCHOOL to:

- Provide a secure, stimulating, Catholic Christian learning environment for your child;
- Treat your child fairly and with dignity, care for him/her well;
- Promote his/her attendance, happiness and safety in school;
- Ensure that your child is well taught and that he/she develops his/her spiritual, physical, moral and academic skills and talents to the full;
- Give living witness to our faith in Jesus Christ by what we teach and the way we live and worship in our school;
- Encourage your child to behave well at all times according to Behaviour for Learning guidelines;
- Keep you, as parents, well informed about general school matters and, in particular, about your child's progress;
- Help your child to develop a sense of responsibility, to know right from wrong, to be considerate of others and take pride in his/her appearance;
- Be welcoming at all times to parents and carers, and deal with any issues and concerns raised by parents and pupils thoroughly and promptly;
- Review school policies, rules and regulations regularly to ensure fairness to all.

It is the responsibility of PARENTS to:

- Support the Catholic Christian values of the school community;
- See that your child comes to school regularly, on time and with all the equipment he/she needs;
- Let the school know about any problems which might affect work or behaviour, notifying school, in writing, of any absences, and avoiding taking your child on holiday in term time;
- Support your child to complete home-based assignments to the best of his/her ability;
- Encourage your child to behave in school according to the Behaviour for Learning guidelines;
- Support school policies, rules and uniform regulations;
- Attend Parents' Evenings and other discussions about your child's progress;
- Encourage your child to participate fully in the community and Christian life of the school.

It is your responsibility as a PUPIL to:

- Share and support the Catholic Christian values of the school community;
- Come to school each day, arrive on time and bring the things you need every day and look after them properly;
- Discuss any problems you may have with your parents and teachers;
- Work hard and complete all your classwork and homework to the best of your ability;
- Behave well at all times according to the Behaviour for Learning guidelines;
- Develop your skills and talents to the full by participating fully in the community and Christian life of the school;
- Wear your school uniform correctly, neatly, and with pride;
- Be polite and helpful and considerate to all others within our school community;
- Help to look after the school environment and keep it free from litter.



*Working in partnership,
anything is possible!*

Term Dates

September 2023 – August 2024

	Start	Half Term Break- School Closed		Finish
Autumn term	Monday 4th September 2023	Monday 23 rd October 2023	Friday 27 th October 2023	Friday 22nd December 2023
<i>Christmas Break- School Closed</i>	<i>Monday 25th December 2023</i>		<i>Friday 5th January 2024</i>	
Spring term	Monday 8th January 2024	Monday 12 th February 2024	Friday 16 th February 2024	Thursday 28th March 2024
<i>Easter Break- School Closed</i>	<i>Friday 29th March 2024</i>		<i>Friday 12th April 2024</i>	
Summer term	Monday 15th April 2024	Monday 27 th May 2024	Friday 31 st May 2024	Thursday 18th July 2024
INSET days – School closed to pupils	Friday 1 st September 2023 Friday 22 nd September 2023	School Closure days- School closed to pupils and staff	Friday 1 st December 2023 Monday 6 th May 2024	

Parent Evenings:

Year 7:	Thursday 12 th October 2023 and Thursday 14 th March 2024
Year 8:	Thursday 7 th December 2023
Year 9:	Thursday 29 th February 2024
Year 10:	Thursday 8 th February 2024
Year 11:	Thursday 9 th November 2023 (Careers and KS4 Information Day) and Thursday 1 st February 2024.

Curriculum

“They were all filled with the Holy Spirit, and began to speak foreign languages as the Spirit gave them the gift of speech”. (Act 2:4)



Vision: School Mission

All pupils will be taught the Catholic faith focused on “Let Your Light Shine” through the **expectation of excellence in everything** we do.

Our Mission statement

All Saints’ is a school where the Catholic faith is taught, lived and celebrated.

We will educate the whole person spiritually, morally and intellectually.

We embrace Catholic values in all we do and in all our relationships.

We will identify and cater for the individual pupil’s needs and prepare them for responsible participation in society.

Our aim is to follow Christ's teaching, as found in the Gospels, in everything we do.



The curriculum and school day:

- ✚ will provide all pupils with an ambitious academic learning experience for all pupils that is clearly based on knowing more, remembering more and doing more, reflected in good outcomes for all pupils, especially SEND and pupil premium
- ✚ will develop appropriate skills that ensure all pupils’ make good progress and nurture their God-given talents
- ✚ is ambitious but adapted as appropriate for all learners
- ✚ is well planned to ensure both breadth and balance, effective sequencing and progression across all subjects.
- ✚ is based on a 3-year KS3 and 2-year KS4. There are some transition units in English maths and science in year 9



- ✚ has a clear focus on the spiritual, moral, social and cultural across all subjects and in all year groups, to ensure that the Catholic ethos and traditions of the church **SHINE** bright in all pupils is enhanced by an extensive extra-curricular programme which supports all pupils developing into well-rounded, responsible individuals who have respect for themselves and others

- ✚ aims to bring about an enjoyment of learning and promote a sense of achievement

The curriculum design also ensures that all pupils demonstrate good behaviour and know how to safeguard themselves and others and is a 2-week cycle of 25 1-hour lessons per week, 50 lessons over 2 weeks



Curriculum

KS3 Curriculum Intent:

- in Years 7, 8 and 9, all pupils follow the full national curriculum, which is delivered through thoughtful, coherent and deliberate selection and sequencing, building over a three-year Key Stage 3 curriculum.
- the design and delivery of the national curriculum enables pupils to develop their learning from Key Stage 2 and build strong foundation of knowledge and skills to prepare them for Key Stage 4.
- the delivery of the national curriculum across all 3 years is designed to ensure that we keep the curriculum as wide as possible, for as long as possible, ensuring that pupils have an opportunity to know more and remember more.
- pupils with SEND are taught the full curriculum and receive additional support as is appropriate for their needs.
- all pupils are encouraged to read. Reading time is built into the English curriculum at Key Stage 3.
- pupils are placed in sets in Year 7 based on both Key Stage 2 scale scores and baseline assessments in English and Maths.
- pupils are taught in sets according to their ability in each subject and there are opportunities for pupils to be moved between sets and bands, depending on their progress.
- it is our aim that the curriculum is taught as much as possible by specialist staff. Non-specialists are well supported by Curriculum Leaders.
- in addition to the curriculum allocations, CEIAG is currently delivered through a series of drop-down days and workshops. Coverage of CEIAG is strong and tracked through the Gatsby Benchmarks.

Number of Lessons	Subject
8	English
7	Maths
5	RE
6	Science
4	History
4	Geography
2	Computing
4	Spanish
2	Music
4	PE
3	DT/FT/ART
1	PSHCE
50	Total

In addition to the curriculum allocations above, there will be a number of drop-down days focused on PSHCE and CEIAG for all pupils



Curriculum

KS4 Curriculum Intent:

Year 10 Options 2023-2025

- Year 10 options is a free choice from the subjects listed below rather than selecting from fixed option blocks
- Pupils choose 3 subjects and 1 reserve subject
- Option blocks will be constructed around pupil choices
- Pupils will be encouraged to follow a broad and balanced curriculum (EBacc) as per government guidance
- All pupils who choose Spanish will be expected to take geography or history
- The majority of pupils will follow the combined science route.
- There will be the opportunity to follow separate science and combined science routes.
- Separate science will be taught 1 lesson per week after school.

Options subjects Offered 2023-25
Sports Studies
Design Technology
Food Prep & Nutrition
Business Studies
Music
Art & Design
Spanish
Computer Science
Separate Sciences
Geography
History
i-media
PE



Lessons over 2 weeks	Subject
7	Maths
8	English
10	Science
5	RE
2	PE
6	Option A
6	Option B
6	Option C
50	Total



Y11 Options 2022-24 will continue from Y10 into Y11 but will have 6 lessons rather than 5 periods over 2 weeks

Option Blocks (2022 - 24)		
OPTION A	OPTION B	OPTION C
Spanish	History	Music
Computer Science	Design Technology	Business Studies
Prep & Nutrition	Geography	Food Prep & Nutrition
Additional English & Maths	Sports Studies	Art & Design
		History
		Geography

Curriculum

Reports

Three times a year you will receive a report which will give you information about your child's progress in the subjects they are studying and an indication of their targets.

Attainment Targets

Currently we assess our KS3 pupils on 7-1 levels and KS4 pupils on the GCSE 9-1 grades. Each pupil has a distinct and flexible target based on their prior KS2 attainment. We do increase targets when pupils achieve the one that has been set. Pupils are continuously assessed by their teachers in a variety of ways and they will also undertake end of year examinations in each subject.

In Year 9 pupils choose a number of subjects in which they will gain GCSEs. Core subjects such as English, Maths, Science, RE, Spanish and PE will be studied by all pupils.

The extra-curricular life of the school is rich and varied. All Saints' offers pupils a wide range of activities in addition to the normal timetable, either at lunch time or after school, providing pupils the opportunity to meet, teach and learn from each other in a relaxed and perhaps less academic atmosphere.

Your child can pursue their interests in:

Football	Cricket	Athletics
Basketball	Netball	Badminton
Rounders	Dance	Hockey
Trampolining	Rugby	Fitness
Choirs	Cross Country	Gymnastics
Art Club	Science Club	Duke of Edinburgh
The School Show 2023- Guys and Dolls		



We are proud of the opportunities provided for our pupils. They can participate in a wide variety of dramatic and musical performances throughout the year. Every child has the opportunity to take up a musical instrument.

Knowledge Organisers

In order to see the key information to be learnt in each subject and to provide a starting point for revision, we have produced a Knowledge Organiser. There is one for each subject for each unit. They show how the Scheme of Work progresses, the key vocabulary and the connections with other areas.



Curriculum - Homework

Homework Policy

Homework is an integral part of the learning process and as such, we expect pupils to be regularly completing homework each night. Ideally, this should be in a room/space devoid of distractions where pupils can concentrate. Research shows that homework and revision should be done in small chunks of time with some breaks in between. The school uses the Satchel:One and Microsoft Teams websites as the main vehicles for setting and completing home and blended learning activities which can be monitored by parents, staff and pupils alike. Access to the resources can be found directly at www.satchelone.com or through the Practical Information section of the All Saints' school website.



This is the school's policy for the provision of homework to pupils and has been drawn up in accordance with guidance from the DFE and Sutton Education Trust. It must be recognised that parents play a vital role in the education of their child, therefore it is important and valuable to have a good home-school partnership, of which a homework policy must address.

“Homework is defined as any work or activity that students are asked to undertake outside of lesson time, either on their own or with the aid of parents & carers.”

The school regards the purpose of homework as being to:

- 🇸🇪 provide learners with the opportunity to work on an activity that is relevant to learning outcomes, or that contributes to gaining qualifications/accreditations
- 🇸🇪 develop an effective partnership between the school, parents and carers in pursuing the academic aims of the school and the development of their child
- 🇸🇪 consolidate and reinforce skills and understanding prior to the following lesson
- 🇸🇪 extend learning across the curriculum, for example, through additional reading
- 🇸🇪 encourage pupils as they get older to develop the confidence, self-discipline and independence to develop organisational skills.

At the beginning of the academic year, each year group will be informed about what is expected of them regarding to homework. Based on current good practice, pupils are expected to spend the following amount of time on homework:

Years 7 to 9: 1 - 2 hours per day

Years 10 & 11: 1 - 3 hours per day

Pupils may be expected to undertake a variety of homework activities. These activities will differ depending on the teacher and subject. Examples include: reading tasks, numeracy tests, spelling tests, low-stake quizzes, using knowledge organisers, classwork extensions, coursework, essays and research activities. The school recognises the importance of providing prompt and actionable feedback to pupils, parents and carers. Feedback will include how well homework tasks have been tackled, and the knowledge, skills and understanding developed. A variety of methods will be used to provide feedback, such as an appropriate comment of praise, appreciation or area for improvement. Any given feedback will vary according to the age of the pupil. When marking pupils' work, teachers will provide comments to move their pupils' learning forward through an "Even Better If" (EBI) to which pupils must reply through a Response Time (RT).

Curriculum

Additional Needs Pupils

The school follows the Special Educational Needs & Disabilities Code of Practice and uses the same definition of special educational needs i.e: pupils have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. The school recognises that provision for pupils with special educational needs is the responsibility of the whole school and that all teachers are teachers of pupils with special educational needs. The aim of the special educational needs policy is to enable pupils with special educational needs to have their needs met

Pupil Planners

Pupils are given a Pupil Planner at the beginning of Autumn Term in which they are able to record information including homework, involvement in activities, half-termly progress grades, notes, and achievements. The Planner is an important document which all pupils in school are expected to use and value. It should be brought to school at all times and under no circumstances should there be any signs of graffiti. It is a vital means of recording homework and achievement and a means by which you can communicate with parents and vice versa.

We ask that each week parents check the Pupil Planner is being used properly and sign their name at the bottom of each week's page. Form Tutors will also check regularly that the Pupil Planner is being used properly so that together we can monitor the progress and organisation of your child's work. If, for any reason, a child loses their Pupil Planner, they will be expected to pay the full cost for a replacement immediately.



Visits and Trips

During a child's time at All Saints' there will be many opportunities for visits and trips to support and extend the curriculum. These will include overseas visits to a variety of countries. Pupils also have many opportunities to engage in local

study visits. Trips over the last couple of years include Cadbury World, Krakow-Poland, Wimbledon and Blackpool Pleasure Beach.

Costs of visits

The school seeks to ensure that the costs of any visit are kept to a minimum and will look to subsidise visits wherever possible. However, in order that these visits can take place, a letter is sent home, in advance of the visit, asking for a parental contribution to be made. If there are genuine financial difficulties we ask that parents contact Progress Leader to discuss the matter.



Library

All Saints' Library utilises the Accelerated Reader Programme alongside the latest software and technology. It is a comfortable space where pupils may go to study or simply read for pleasure.



Site

The Library is situated on the ground floor.

Opening times

Open every day at break and lunchtime for pupils to borrow books and study.

Accelerated Reader is an exciting programme used by our Year 7, 8 and 9 pupils. The programme is designed to promote reading for pleasure, raise standards of literacy, improve reading ages and develop a lifelong love of reading. The programme is highly motivational with success and achievement rewarded and celebrated regularly. Pupils are encouraged to take part in this programme throughout the school day, in English lessons and at home.

Library

- 🇸🇪 The library contains a wide range of fiction for all ages
- 🇸🇪 Non-fiction books to support study and research
- 🇸🇪 Audio books

The library uses book boxes and contains a range of fiction, non-fiction and academic texts which are used for private reading during form room and lesson time. Pupil Librarians take responsibility for the borrowing and lending of books. All pupils will be given the opportunity to make suggestions and recommendations through both the pupil council and pupil voice surveys that will be carried out on a termly basis.



Paired Reading

At All Saints' High, pupils in Key Stage 4 volunteer and apply to become paired readers. During form time, younger pupils from Key Stage 3 improve their skills with a Pupil Mentor from Key Stage 4. In this way, the pupils in the upper school actively support the younger pupils to develop their reading skills.

Literacy Coordinator

"Literacy is a bridge from misery to hope" Kofi Annan. The Literacy Coordinator has a pivotal role in leading, managing and developing Literacy throughout the school. They will take responsibility for the development and implementation of the whole school policy for Literacy and will use national, local and school management data to monitor standards of achievement across the school in Literacy.

Uniform & Appearance

HAIR AND MAKEUP

Pupils are expected to wear hair in a neat and acceptable style. Hair must be of one colour, natural in appearance. Hair styles (including shaved heads) judged to be extreme by the Headteacher are not permitted. Make-up, including coloured nail varnish, false nails, lip gloss, fake eyelashes and fake tan are not to be worn. Hair fashion accessories are also not to be worn. If hair bands are worn they should be navy blue or black only.

Pupils who do not conform to the school's uniform and appearance policy will be sanctioned in line with our Behaviour Policy.



IMPORTANT: Insurance Notice

We recommend that parents/carers make their own arrangements for insurance of bags, clothing, watches, pens, bicycles etc. – usually by an extension of your home insurance. Please never allow your child to bring anything expensive, or of sentimental value, into the school, particularly pens, watches, jewellery or large sums of money. Pupils should report anything lost to staff immediately.

JEWELLERY

The only jewellery permitted in school is **one stud per ear in the lobe**. In any physical activity the studs must be removed. Ear piercing should be done at the start of the summer holiday, not during term time, so that a stud may be worn in September. Eyebrow, nose studs, tongue and other piercings are **not** allowed.

No other items of jewellery are permitted. This is because of the potential risk of accidental damage from the wearing of such items and so they may be confiscated.

We will do our best to assist your child in safeguarding their property, however, the school does not take any responsibility for the loss of or damage to personal possessions brought on to site.

Large amounts of money or items of value (including mobile devices and jewellery) should not be brought into the school. Such items will be confiscated by staff. This property can then be collected by parents from Reception.

MOBILE PHONES & SMART WATCHES

Mobile phones should not be used, seen or heard on school grounds. Mobile devices and accessories such as smart watches and headphones must not be used on the school site.

We do recognise that some parents may wish their child to have a mobile device with them as they travel to and from All Saints'. Any mobile devices brought in should be both switched off and put away whilst on the school premises they should not be used, seen or heard while on school grounds. Use of devices in school will result in confiscation without notice (they may be reclaimed by students from Student Services at the end of the school day).

Should you need to contact your child in an emergency, please use the main school number 01706 213693. Should a pupil urgently need to contact home, they will be able to do so via the school office.

We do not take any responsibility for loss of, or damage to, mobile devices.

Uniform & Appearance

The school has its own uniform and PE kit which has been selected so that pupils will feel part of the school community. Items of clothing have been chosen carefully so that they are not unduly expensive, but are smart. It is the policy of the school that uniform should be worn by all pupils in years 7-11. This is because personal presentation is important in the world of work and we want to make sure that our pupils develop a sense of pride in how they are turned out. We would advise that all items of clothing are clearly marked with your child's name.

BOYS Y7-11

- BLAZER – navy blue blazer with school badge
- SHIRT – white (short or long sleeved) must be tucked in at all times.
- TIE – All Saints' Catholic School tie (navy and gold)
- JUMPER – blue, encrested V-necked jumper.
- TROUSERS – black loose fitting trousers
- SOCKS – plain black
- SHOES – plain, black, sturdy shoes without logos (Please note that black trainers, pumps, fabric shoes, canvas shoes or boots are NOT acceptable.)
- COATS – should be appropriate schoolwear and not fashion garments, Navy and Black.
- SCHOOL BAGS – should be Navy or Black

GIRLS Y7-11

- BLAZER – navy blue blazer with School badge
- SHIRT – white (short or long sleeved) must be tucked in at all times.
- TIE - All Saints' Catholic School tie (navy and gold)
- JUMPER – blue, encrested V-necked jumper
- TROUSERS OR SKIRT
TROUSERS– black loose fitting trousers
SKIRT – All Saints' Catholic School tartan skirt only (knee length and worn on the hips)
- TIGHTS OR SOCKS – plain, thick, black tights with no patterns
- SHOES – plain, black, sturdy shoes without logos (Please note that black trainers, pumps, fabric shoes, canvas shoes or boots are NOT acceptable).
- COATS – should be appropriate schoolwear and not fashion garments, Navy or Black.
- SCHOOL BAGS – should be Navy or Black



Regardless of injury or illness, pupils are expected to bring a full School PE kit to all lessons in order to participate in a variety of roles such as coaching or officiating.

PE UNIFORM BOYS Y7-11

- All Saints' royal blue multisport shirt
- Royal blue badged shorts
- Royal blue match socks
- All Saints' alpha hoody (optional)
- Royal blue alpha rain jacket (optional)
- Navy blue badged alpha sweatpants (optional)
- Football boots, shin pads and gumshield
- Trainers

PE UNIFORM GIRLS Y7-11

- All Saints' royal blue multisport shirt
- Royal blue badged shorts
- Royal blue match socks
- All Saints' Alpha hoody (optional)
- Royal blue alpha rain jacket (optional)
- Navy blue badged alpha sweatpants (optional)
- Plain hair bobble
- Trainers, shin pads

FOOTWEAR FOR BOYS AND GIRLS

Pupils must wear trainers. Pumps, plimsolls or high-tops will not be acceptable for PE lessons as they do not provide adequate support.

Details of how to apply for assistance with school clothing may be obtained from the District Education Office in Accrington, telephone 01254 220 711.

Digital Safety

Every classroom is equipped with an interactive whiteboard and computer. We operate a Windows based computer system and to use the All Saints' computer network, all pupils and parents must agree and sign our ICT Contract. Pupils who break the Contract could have their network computer account disabled.

Username and Password

On joining All Saints' pupils are issued with a username and password for access to the network system. Pupils are not allowed to use the system using an unauthorised username or password.

Secure passwords are issued to pupils by the IT Department and can only be changed by the Network Manager.

Transferring Files

Pupils can transfer appropriate files between home and School using a USB storage device. They can also transfer data using their school e-mail account.

Mobile Devices

Mobile devices and Smart watches must not be seen or heard inside school grounds.

E-mail

The school is keen to ensure that we communicate with parents as quickly and effectively as possible. We hope that you are able to provide an up to date e-mail address for us as this will facilitate this form of communication. It will allow us to send important reminders and e-mail alerts as well as up to the minute copies of our All Saints' Newsletter.



Social Media

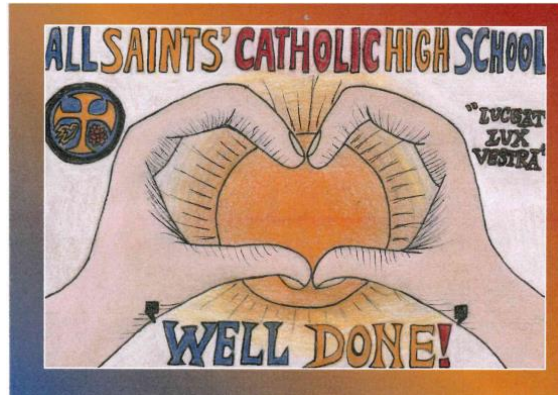
Websites such as Facebook are not allowed to be accessed from school and this includes from personal devices. Posting anything on social media regarding the school is not allowed.

Photographs

During the school year it is common practice for school photographs to be taken of pupils at appropriate times. This is usually to mark a significant event in the life of the school or to celebrate an achievement e.g. an academic or sporting success. Digital cameras and video cameras are also used by staff in school or by staff at the residential centres to use as memorabilia of events. If any parents have any concerns, please contact school.

Occasionally, photographs are requested by the local press to accompany articles submitted for publication in newspapers to celebrate pupils' achievements. Such publicity, whilst acknowledging pupils' progress, also promotes the active life of the school. Please be assured that school will always act appropriately and cautiously in this matter at all times. As a result of GDPR Regulations, your consent for publication of your child's photograph will be sought. You are able to withdraw your consent at any time by writing to the school.

Rewards



Praise and Rewards

We feel it is very important to recognise effort, hard work and success. If a pupil has done a particularly good piece of work, or has shown great improvement in their work, then a positive behaviour Point is awarded. Similarly, points may be awarded if a pupil has made progress in an extracurricular activity, or performed a service for the school, or shown an act of kindness.

Behaviour Points

House Points can be awarded for a range of reasons:

- Outstanding effort
- Representing School
- Showing community spirit
- Progress/achievement
- Participation in extra-curricular activity
- Setting a good example
- Showing an act of kindness
- Going above and beyond

Our Behaviour for Learning policy rewards those pupils who keep their points throughout the year.

These rewards include:-

- Termly draws for vouchers and prizes
- Annual reward trips to venues such as Blackpool Pleasure Beach
- In addition, further awards for positive behaviour included:
 - Verbal praise
 - Praise postcards home
 - A mention to your Form Tutor, Subject Leader, Learning Coach, Pastoral Leaders or SLT
 - Extra responsibility
 - Invitation to Awards Events
 - 100% Attendance Certificate
 - Note in Planner or books
 - Texts and phone calls home
 - Invitation to breakfast with the Headteacher
 - Annual reward trip to venues such as Blackpool Pleasure Beach
 - Allocation of Prefect/Head Boy/Girl positions
 - Star of the Half Term
 - Early lunches
 - Opportunities to wear own clothes (Non-Uniform days)

We also encourage the recognition of sustained achievement and effort by individual pupils through the presentation of a range of awards at the annual Awards Evening, where achievements are celebrated in a public forum with parents, staff, governors and a guest speaker.

We believe that pupils achieve well through constant encouragement and well deserved praise. We hope that throughout the year you will receive a number of Praise Postcards by post which are sent by any member of staff at any time to let you know that your child has done well.








Behaviour Policy

Rationale

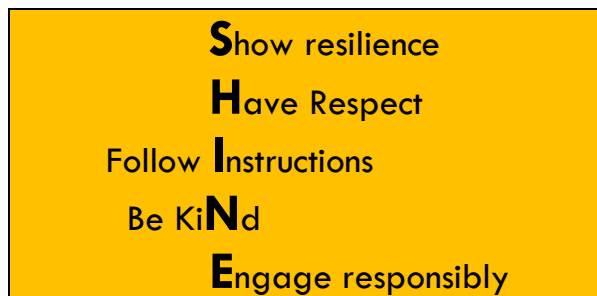
Our motto is “Let your light shine” and our primary aim is to enable every child to be able to do so in a learning environment where relationships are based on the gospel values of love and respect. As a Catholic community we all acknowledge that education opens up God’s world and its opportunities to our children. So, on a daily basis we will model the teachings of Christ and work together to enable every child to be the ‘best they can be’, by developing their individual talents and celebrating achievement in all its forms.

Aims




The policy is located on the school website. Below is a summary of the key points. Its aims are to:

-  Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
-  Outline how pupils are expected to behave
-  Define what we consider to be unacceptable behaviour.
-  Outline our system of rewards and sanctions.
-  Provide a consistent approach to behaviour management.

To help everyone to do well, everyone at All Saints’ agrees to apply our **SHINE** code of conduct:



Behaviour for learning referrals

Stage 1	If a pupil does not correct their behaviour they will be <u>reminded of the rule.</u>	
Stage 2	If their disruptive behaviour continues they will be given a <u>formal warning.</u>	
Stage 3	If there is still no improvement they will be <u>moved to another seat/area</u> in the classroom	
Stage 4	Referral from class Referral to buddy	
	<i>In the case of a serious incident – a pupil may go directly to Stage 4.</i>	

Behaviour Policy

Behaviour Management Systems

Our Behaviour Monitoring System within the school provides a transparent and simple method in tracking behaviour; which allows not only appropriate intervention strategies to be implemented to correct negative behaviours, but also recognises positive behaviour and rewards those who adhere to the school's standards.






Behaviour for Learning

This is a classroom based system. It is based on our Behaviour for Learning stages (see page 34) and uses the SHINE code of conduct (see page 34). Stages 1-3 are warnings designed to give space for the pupils to correct their behaviour. Stage 4 is recorded by the teacher. If they receive a Stage 4 they automatically receive a teacher detention. This is a same day detention and occurs at the end of the school day for 15 minutes to allow for restorative conversations to take place between the teacher and the pupil. If the pupil fails this detention, or fails to turn up, the detention time is doubled (30 minutes) for the next day and they go through the school detention system.

Rewards / Positive Behaviours

It is essential that pupils behave in a way that promotes harmony and a positive learning environment.

Positive behaviour will be rewarded with:

-  Praise given by all staff.
-  Positive postcards recognising good behaviour/effort/attainment/progress given during lessons and at assembly times.
-  Positive phone calls home recognising positive behaviours.
-  Reward trips.
-  Half termly prize draws

Sanctions / Negative Behaviours

Staff also use a variety of intervention strategies to support those pupils who continually display negative behaviours. At times this will incorporate mentoring sessions and may on occasion involve external agencies to support. Alongside this positive intervention, the school also has in place a sanction system which helps support the overall process to improve some pupil behaviours. Sanctions are also important for other pupils to understand that some behaviours are not acceptable in our school. Negative behaviours will be monitored using school systems, via SIMS and Satchel:One.

“Unacceptable behaviours” are anything which disrupts the learning environment of the school and fail to respect learning, people or our environment. Incidents of more serious behaviours may warrant stricter sanctions such as internal or external suspensions or permanent exclusions. These behaviours include examples such as: any form of bullying (including use of social media); vandalism; physical and threatening behaviour towards another student of adult; smoking; racist, sexist, homophobic or discriminatory behaviour; and/or possession of any prohibited items, such as ‘weapons’ (including replica guns), alcohol, illegal drugs and related paraphernalia (these are examples only).

Behaviour Policy

Sanctions - Negative behaviour will be sanctioned as follows:


Detention:

- A detention can be set by the teacher which usually occurs during the school day but can be after school. This can be escalated to a curriculum detention after school set by the curriculum leader. If a pupil receives a Stage 4 during a lesson they automatically receive a teacher detention. This is a same day detention and occurs at the end of the school day for 15 minutes to allow for restorative conversations to take place between the teacher and the pupil. If they fail this detention, or fail to turn up, the detention time is doubled (30 minutes) for the next day and they go through the school detention system.
- The Emmaus Centre is used for poor behaviour choices. It is also used for, students on Stage 2+ Reports, serious misbehaviour, and pupils can be isolated for parts or full days, including after school detentions. On occasion a pupil may be directed to attend an isolation room in another school when they have reached Level 3 on the Reporting system or have had a serious incident within school.

Reporting System:




- Level 1 – Form Tutor
- Level 2 – Pastoral Leader
- Level 3 – SLT
- Level 4 – Governors' Disciplinary Committee and Head teacher

At each level different sanctions and interventions are in place for the individual student. It is designed to be graduated so that students have time to reflect on their behaviour and have a mentor at each stage who will use a positive approach to get them back on track. If pupils fail level 2 onwards a direction may be issued.

 **Suspensions** are used for more serious behaviours, or a continuation of negative behaviours. These may be for any number of days and a reintegration meeting will occur on every pupil's return to school. This will involve parents/carers attending a meeting with pastoral and/or senior staff.

 **Permanent Exclusions** may be used for persistent, ongoing issues or a one-off serious issue.

On-call

-  The school operates an "on-call" system of behaviour management support during lesson times, whereby pupils who are causing a serious disturbance in a class are removed from that lesson by the on-call staff. The pupil is placed in another lesson or room for the remainder of that period with work.
-  Any pupil who refuses to attend or 'walks away' from supervising staff will be considered as displaying outright defiance will result in being placed in the Emmaus Centre and this may well result in a suspension.
-  On call staff are active and walk around the building and school grounds.

Off-site behaviour

School sanctions are applicable where a pupil has misbehaved off-site when representing the school, such as on a school trip, but also includes any time whilst they are in school uniform. In addition, any negative behaviours at any other time, whether wearing school uniform or not and including behaviour on social media, which reflects negatively on our school or which may affect the harmony of school life, may result in a pupil being susceptible to a permanent exclusion due to their behaviour.

Behaviour Policy

Behaviour / Classroom management:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

We have set 'routines' which are incorporated into every lesson as follows. Staff will:

- ✚ 'Meet & Greet' pupils at the door at the start of each lesson
- ✚ Provide a 'Do Now' activity that they will be expected to start work on immediately.
- ✚ Use clear language to gain order in class which pupils must adhere to; 'All eyes on me' dictates that students should cease activity and be quiet and listen to staff. 'Start now' directs pupils to begin work after staff direction.
- ✚ Highlight and praise positive behaviours using some of the school systems, e.g. postcards, recognition boards.
- ✚ Have seating plans which are used to promote a positive learning environment and pupils will be expected to sit where they are placed

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. It must be noted however, that there are definite behaviours which cannot and will not be accepted in our school.

Confiscation

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to pupils but depending on what they are, may be returned to parents/carers. We will also confiscate any item which is harmful or detrimental to school discipline. Possession of any illegal substance or 'weapon' will be handed to the police. Searching and screening pupils is conducted in line with the DfE's latest guidance.

Physical restraint - any physical contact is reported and recorded on the physical contact register.

In some circumstances, it may be necessary to use reasonable force to restrain a pupil to prevent them:

- ✚ Causing disorder.
- ✚ Disturbing the Learning of others.
- ✚ Hurting themselves or others.
- ✚ Damaging property.

Incidents of physical restraint must:

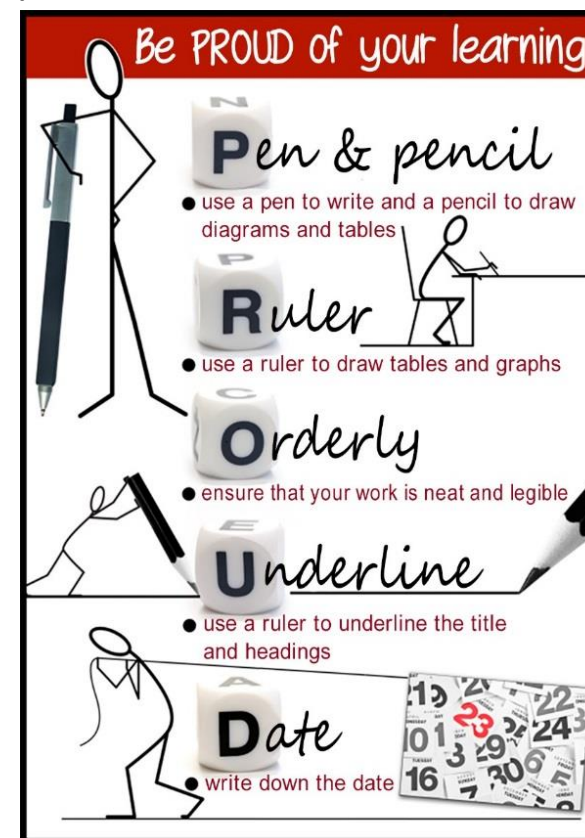
- ✚ Always be used as a last resort.
- ✚ Be applied using the minimum amount of force and for the minimum amount of time possible.
- ✚ Be used in a way that maintains the safety and dignity of all concerned.
- ✚ Never be used as a form of punishment.

Behaviour – Attitude to Learning

Pupils who do not improve their behaviour will follow the following progressive support and consequences:

Level	Support and consequences
ATL	The pupil is placed on Form Tutor report because the attitude to learning is not good enough. This will involve feedback on all lessons and any incidents. Communication is between the Form Tutor and parents.
1	The pupil is placed on Progress Leader Report – Link with number of Stage 4s. Time spent in inclusion unit. Parents called in for a meeting with Progress Leader & Behaviour Manager. Interventions take place – behaviour contract established – removal of privileges e.g. representing school teams.
2	The pupil is placed on SLT Link Report – Failing Behaviour Contract; more time spent in inclusion unit with alternative times, parents called in for a meeting with SLT link and Behaviour Manager. Exclusion considered. Interventions must take place. Direction considered up to a maximum of ten days.
3	The pupil is placed on DHT Report – Significant and persistent Stage 4s; more days spent in inclusion, exclusion likely for persistent breaches. Managed moves considered and meeting with parents and Deputy Head.
4	Parents will be called in for a meeting with the Governors' Pupil Disciplinary Committee. Clear targets will be set. Failure to achieve these could lead to alternative provision or exclusion/permanent exclusion.

Nb: reports last for a minimum of 2 weeks unless there is a serious incident.



- 🇸🇪 **Mobile devices must not be used at any time on school premises**
- 🇸🇪 **Smoking is prohibited, including e-cigarettes and will be confiscated if brought into school**
- 🇸🇪 **High caffeine and/or energy drinks are banned and will be confiscated if brought into school**
- 🇸🇪 **Fizzy drinks with high levels of sugar are not allowed in school and will be confiscated if brought into school**
- 🇸🇪 **Chewing gum is banned**

Attendance & Punctuality

It is vital that your child attends school as regularly as possible. This is important to avoid missing valuable lesson time and falling behind. Employers place great emphasis on consistent attendance and good punctuality and we encourage these attributes. Registers are completed electronically at morning registration at 8.30am, and then subsequently at every lesson.

Absence

Children of school age who are registered at a school must, by law, attend school regularly. It is vital that your child aims for 100% attendance. Other than illness, any other absence should be kept to a minimum. If your child is ill and unable to attend school, please contact us by telephone or email as soon as possible. When your child is absent please encourage them to use the online Learning Programmes and keep up to date with any work they are missing. Should your child need to be absent for a long period, the school will ensure that work is provided. It is important that they attempt to catch up on the work missed.

Unless the school has already been notified, on the first morning of absence, parents will receive

a text, or telephone call from school requesting a reason for absence.

Truancy from school or failure to provide a reason for absence will result in the school coding the absence as unauthorised. This in turn could lead to the issue of fixed penalty notices if attendance falls below an acceptable level.

The school will provide you with regular update of your child's attendance, and will let you know if we are concerned about it.

Holidays during term time

Parents must avoid taking their children out of school during term-time in order to go on holiday. Parents do not have the right or entitlement to expect term-time leave to be granted. It would only be in very exceptional circumstances that your child would be allowed to go on holiday during term time. If this is ever necessary you should contact the Headteacher by letter giving at least 4 weeks notice. Please do not book any holidays during examination or test periods. Fixed penalty notices may be issued at the discretion of the Headteacher.

Lateness

Your child is expected to be on the yard at 8.20am each morning. After 8.30am your child is late and will have to sign in at the Office.

Medical visits

Occasionally pupils will need to leave school during the day for an urgent visit to the doctor, hospital or dentist. **They must** bring the appointment letter/card to the attendance office. At the correct time pupils should excuse themselves from their lesson and go to attendance where they must sign out. When they return they should sign back in at attendance and go straight to their current lesson. **Whenever possible appointments should be made out of school time.**

Home Contact details

In light of the above, it is essential that we are able to contact parents at the earliest opportunity. Please ensure that all contact details are correct including emergency phone numbers and e-mail addresses. The Health and Safety of our pupils is paramount, consequently we must be able to contact parents should an emergency arise.

School Dining Room

The Catering Staff work very hard to maintain the quality and variety of meals with every effort being made to respond to pupils' requests. The Dining Hall is open for breakfast in the mornings before the school day begins (8.00am), at break at 10.45-11.00am and for lunch between 1.00pm and 1.40pm.



Please find below a range of sample menus for various times during the day. There is no meat served on a Friday.

Breakfast (Sample Menu)

Fruit Pots, Toast, Bacon Sandwich, Sausage Sandwich

Break Time (Sample Menu)

Bacon Sandwich, Pain-au-Chocolat, Crumpets, Pizza T Cake, Garlic Bread, Cheese & Ham Panini and waffles.

Lunch Time (Sample Menu)

Soup of the Day & Bread Roll, Lasagne, Baked Potato with fillings, Range of freshly made sandwiches/Hot Panini's, Roast of the Day with Seasonal Vegetables and Potatoes, Selection of Fresh Fruit/Vegetables, Selection of Biscuits/Cakes/Hot Desserts

PLEASE REMEMBER WE ARE A NUT FREE SCHOOL!

Pupils and Staff should not bring food items containing nuts on to school grounds

Cashless System

Our canteen now operates a cashless system using ParentPay. Pupils will not be able to purchase any food using cash but instead will use a designated pin number at the cash register. With parental permission there is also the option to register the pupil's thumbprint. Parents have the facility to pay online for pupil meals. There are numerous benefits of this system including complete anonymity for those pupils in receipt of free school meals.

Free School Meals

Applications can be made via the Local Authority Website www.lancashire.gov.uk.

Packed Lunches

If you wish your child to bring a packed lunch then this should be eaten in the designated bay area. The school strongly discourages pupils bringing 'fizzy' drinks onto the premises. Water is always the healthy option. Please try to give your child a healthy variety each day and encourage them to eat fruit rather than sweets.



School and Home

HOW PARENTS AND CARERS CAN HELP

The following are some tips and ideas for how parents/carers can support their children in their learning at secondary school. This is not intended to be a complete list and should you have any further suggestions we would love to hear from you!

As a parent or carer, you are your child's first and most important teacher. When you speak you are a language teacher. When you help your child recognise colour and shapes you are teaching reading skills. Before your child goes to school you probably also teach Maths, Science, Human Studies, Art and Physical Education. Even after your child enters All Saints' you continue to be the most important influence in their life. Remember, most teachers see children only a one hour a day. Parents are constantly teaching their children.








The school will teach children a lot of important knowledge, but parents play a critical teaching role. We know that children can learn even more when the school and parents work together as a team. This section of the handbook suggests ways you can help us to support your child's learning. You may already be following many of these suggestions. Some may not be appropriate for your child. They are intended to get you started on home learning activities.

Get involved - we want to encourage you to be an active member of our school community.

Be visible - attend the Parents' Evenings so that you can get to know the teachers. When children see that their parents believe school is important they feel supported.

PARTNERS IN EDUCATION

Both parents and teachers want the same thing for children - the best possible education. When we all work together we make a strong team. Here are some ideas for helping the school do a better job:

-  Ensure that your child attends school every day, unless they are too ill attend.
-  Make sure your child attends school with the correct uniform and equipment i.e a school bag and pencil case.
-  Monitor your child's subject books and Homework.
-  Support the school in its efforts to maintain proper discipline.
-  Be aware of what your child is learning in school.
-  Your child's form tutor is the first contact in school, please let them know if your child has any problems inside or outside school.
-  If you have any concerns or questions do share them with us, sooner rather later.

SELF-CONFIDENCE

Let your child know that you have confidence in them, so they believe in their own worth and are more able to face the challenges of school life.

Behaviour

Try to establish clear, consistent rules for behaviour at home. This helps pupils adjust to specific rules for the classroom or school.

Health and Well Being

One important way to help your child in school is to make sure they eat well. Children need food energy to perform well. Try to provide a healthy diet that includes lots of vegetables, fruit, cereals, milk products, meat, poultry and fish. Ensure they drink lots of water and avoid 'fizzy' drinks. As part of our curriculum throughout all years, we examine some of the issues around healthy lifestyles. We believe that good health is vitally important and depends not just on a good diet but also doing 30 minutes of exercise at least 3 times a week and having a good sleep pattern, no phones, iPads or game consoles in their bedrooms at night to encourage getting to sleep early ready for the next day.

If you have any suggestions or ideas do let us know

School and Home

READING

Help your child become a good reader. Whether your child reads fluently depends partly on you. If a family encourages and enjoys reading, children are more likely to read well and often. Certain things influence children's success and interest in reading, such as wide knowledge and thoughtful talking. Thought-provoking questions stimulate curiosity.

- 🇸🇪 Encourage your child to think about past and future events. Help your child hold lengthy conversations to reflect on their experiences.
- 🇸🇪 Television, in moderation, could inspire children to read the book about the dramatisations they watch.
- 🇸🇪 Show interest and become involved in your child's reading.
- 🇸🇪 Try to give a feeling of "can do" confidence.
- 🇸🇪 Children who are good readers can make very significant progress in all subjects. As a parent you can encourage your son or daughter by reading to your child (if appropriate) or encouraging them to read.
- 🇸🇪 Let your child see you reading. Let them know how important it is for the future.
- 🇸🇪 You could also make regular visits to the library.

WRITING

Help your child become a better writer. Clearly, writing is something we all do. It stimulates thought, enables us to communicate with friends and helps us express our feelings.

To write well we must:

- 🇸🇪 Think clearly.
- 🇸🇪 Have sufficient time.
- 🇸🇪 Read to become a better writer.
- 🇸🇪 Have an interest that we can write about

To help your child to write well and enable them to find it easier or more enjoyable, provide a place to write. Have paper, pencils, etc. available. Respond to your child's ideas but don't write it for them.

- 🇸🇪 Do say something good about it - such as "it is interesting, thoughtful or accurate."
- 🇸🇪 You could write together, for example a business letter or order. This would show the value of writing in the adult world.
- 🇸🇪 Encouraging them to make lists will help your child to become organised.

The ability to express thoughts clearly in writing is an essential skill. As writing is based on spoken

language, you could talk with and listen to your child at home. As you share experiences and talk about them you might help your child develop a love of words.

- 🇸🇪 Let your child see you writing. As they see you correct or adapt your work, your child will learn the importance of drafting and revision to ensure good writing.
- 🇸🇪 Encourage your child to write. Perhaps it could be illustrated so that the writing becomes a treasured gift for relatives or friends.

HELP YOUR CHILD DO BETTER IN SCHOOL

Research has clearly shown that behaviour and attitude affect success in the classroom.

Successful pupils:

- 🇸🇪 Pay attention.
- 🇸🇪 Are interested in their work.
- 🇸🇪 Learn and remember.
- 🇸🇪 Study and know how to get help when necessary.
- 🇸🇪 Encourage your child to go on the SAM Learning VLE and accumulate as many points as possible.

School and Home

As parents you can help your child in the following ways:

PAYING ATTENTION

Children can learn the knack of paying attention. Help them think positively so that they don't say; "It's hopeless". Encourage them to think they; "can do it". Don't let them give up. A useful saying might be; "Quitters don't win and winners don't quit". Encourage them to answer and ask questions. This helps to focus attention.

TAKING AN INTEREST

Learning is a joint effort - teachers, parents and pupils working together. Children must believe that the hours they spend studying (and the effort they put in) make the difference between success and failure. Do take an interest in your child's work and results. Discuss them with your child. Reward your child for improvement. Stress the benefits of doing well in school.

REMEMBERING

Research has shown that success in school is determined not just by intelligence but by the strategies children use to master facts and ideas. Understanding a subject doesn't just happen. Children need to be interested. Encourage your child to find an answer to a problem or to draw

conclusions. Help your child to discover the main idea or most important point in the material they are studying. Help your child make up a mnemonic (a memory aid) to remember lists or facts e.g.: "Richard Of York Gave Battle In Vain" – ROYGBIV – for the colours of the rainbow.



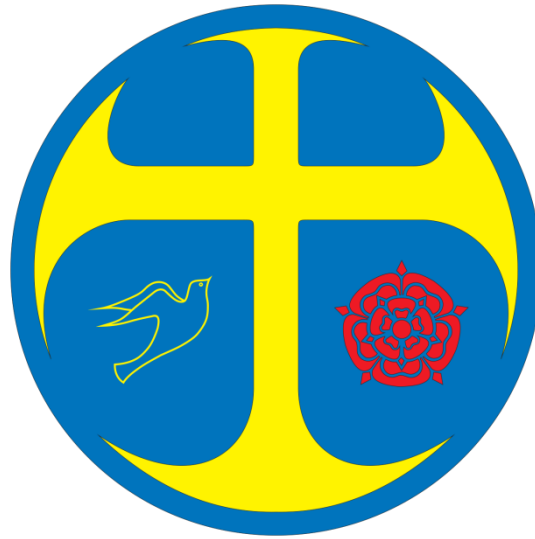
YOU CAN HELP BY...

- 🇸🇪 Providing a quiet, well lit place for work. A desk is ideal but a corner on the kitchen table will do.
- 🇸🇪 Help your child to create a schedule that is flexible but allows study on a weekly basis.
- 🇸🇪 Make sure your child has pens, dictionary, etc.

- 🇸🇪 Provide encouragement and support but most of all be available.
- 🇸🇪 There is a time when television can help but do ensure that your child actively watches programmes and does not just sit in front of the television.
- 🇸🇪 Talk about the programme when it has finished. Have plenty of books around.
- 🇸🇪 Encourage them to study by reading a little yourself first so that you can help and take an interest.
- 🇸🇪 Your child cannot remember everything so help them write notes as a summary of the important points. This helps memory and categorising.
- 🇸🇪 Encourage your child to prepare for tests by spacing study over several days.
- 🇸🇪 Help your child look forward to school as a happy place. Always talk about school in a positive way.
- 🇸🇪 Most of all - talk to your child.
- 🇸🇪 Enjoy your child learning and have fun helping them to do their best: by working together we can all help to make that happen.

** All information stated in this handbook is correct at the time of printing and subject to change at the discretion of the Headteacher and without notice.*

Let Your Light Shine



Luceat Lux Vestra