Log Book

Debenham High School

2017-18

Name:

Form group:

House:

Place your timetable here

Head of Year:

Form Tutor:

Locker Number:

'Treat others as you would like to be treated'

About your log book

This log book has been specially designed to help you to:

- **Plan** your **Work**
- **Manage** your **Time**
- **Record** your **Achievements**
- **Review** your **Progress**
- Set **Targets** for **Improvements**

It is also an important means of communication between your parent/carer and the school.

You must:

- Have your log book with you in every lesson
- Write your homework in carefully at the time that it is set
- Ask for help if you are not sure what you have to do
- Check homework off as you do it
- Keep a record of your achievements both in and out of school
- Show your log book at home every week and ask your parent/carer to sign it.

IT IS YOUR RESPONSIBILITY TO USE THE LOG BOOK CORRECTLY AND KEEP IT WELL PRESENTED. FAILURE TO DO SO WILL RESULT IN YOU HAVING TO PAY £2.50 FOR A NEW ONE!

Classroom Expectations

At the start of the lesson it is your responsibility to:

- arrive on time to your lesson
- enter the room sensibly; quietly wait for the lesson to begin
- have the correct equipment
  For **every** lesson you are expected to have: pen, pencil, eraser, ruler, calculator, pocket English dictionary
  For some lessons: coloured pencils/pens, geometry equipment, foreign language dictionary, other appropriate materials (e.g. food and design technology lessons)
- have your log book out on your desk
- listen carefully and follow instructions
- remain silent whilst the register is taken.

During the lesson it is your responsibility to:

- sit in your seat as instructed by your teacher - your teacher will decide on seating arrangements and groupings for different activities
- work cooperatively with others
- always work to the best of your ability
- listen to whoever is speaking without interrupting
- ask appropriately for help when needed.

At the end of the lesson it is your responsibility to:

- reflect and review what you have learned
- make a note of homework
- pack away on the instruction of the teacher
- wait quietly to be dismissed by the teacher
- leave the room neat and tidy
- put chairs on the table at the end of the day.

Debenham High School
Home-School Agreement

Debenham High School is committed to providing a top quality education for pupils of all abilities in a caring, challenging, supportive and attractive environment in which all members of the community are valued and where Christian moral values are encouraged. To best achieve these ends parents/carers, pupils and the school need to work together. This agreement, signed by parents/carers, pupils and the headteacher, demonstrates how parents/carers can assist the school to help their child to achieve his or her potential.

Debenham High School will:

- provide a safe, well-ordered, caring and stimulating environment for learning regardless of differences of race, disability, sexuality, gender, culture or religion
- provide a broad, balanced curriculum appropriate to the needs of individual students and setting high expectations for all
- provide a range of extra activities and opportunities beyond the classroom and encourage students to take part in these
- provide well-qualified teachers who set and require high standards of work and behaviour
- set, mark and monitor homework in line with the school's homework policy and provide facilities for students to do homework at school
- provide detailed information on pupils' progress through reports and consultations
- keep parents/carers informed about school activities via letters, regular newsletters and our website
- deal with any issues raised by parents/carers or pupils sensitively, thoroughly, fairly and quickly.

Signed **(Headteacher)** **Date** 1.9.2017

As Parent/Carer I will:

- see that my child attends school regualrly, on time, properly equipped and in the correct uniform
- support the school rules and staff to ensure that my child behaves appropriately to all members of the school community regardless of differences of race, disability, sexuality, gender, culture or religion
- give encouragement to my child to take a full part in school life
- support my child by reading the school Log Book regularly and signing it weekly
- attend parents'/carers' evenings and discussion about my child's progress
- informing the school, on the first day of absence, if my child is unable to attend school for any reason and avoid taking family holidays during term time
- ensure that the school is aware of any issues affecting my child's education.

Signed **(Parent/carer)** **Date**

As student I will:

- be polite and helpful to all members of the school community regardless of differences of race, disability, sexuality, gender, culture or religion, and being a good ambassador on visits out of school
- attend school and lessons regularly, on time and properly dressed in school uniform
- complete work (including homework) to the best of my ability
- behave properly and responsibly at all times
- remember to bring all equipment needed for each day
- use the school log book properly and ask my parent/carer to sign it weekly
- be an active and creditable member of the school community.

Signed **(Student)** **Date**

Contacting us

The school welcomes contact with parents/carers and sees this as an essential tool in extending the partnership between home and school.

The school Log Book is used to send messages home from school; from subject teachers as well as from other members of staff.

Please use the Log Book to send messages to school concerning your daughter/son.

In the first instance contact with the school should always be made through the Form Tutor. The Form Tutor will be able to deal with most issues, whether pastoral or academic. Where this is not possible the Form Tutor will find the right person to help you and ask him/her to contact you.

If you have any major concerns please feel free to ask to speak to the Head of Year or a member of the Senior Leadership Team.

If parents/carers arrive without an appointment it may not be possible for them to be seen by the preferred member of staff.

For questions about:

- Absence Notification
- School Uniform
- Free School Meals
- Transport to School

please contact the school office who will be able to help or will put you in contact with the correct person.

The school website holds most school information and copies of letters to parents/carers. Details of future events are displayed here as well as emergency procedures such as school closure.

Our Aims and Values

To provide a happy and caring environment in which to learn and work where each member of the school community is personally valued and where pupils are able to develop self-respect and self-control.

To challenge all pupils to the full realisation of their talents/potential.

To enable pupils, through a demanding, broad and balanced curriculum, to achieve as high a level of success as possible in public examinations.

To help pupils acquire attitudes and skills relevant to their adult and working life especially those related to independent thinking, and be able to adapt confidently to a changing society.

To develop physical and social skills, an aesthetic appreciation and an understanding of health, hygiene and environmental issues.

To encourage moral and Christian values consistent with a Church of England School.

To engender respect for and tolerance of others - regardless of differences of race, disability, sexuality, gender, culture or religion.

To encourage pupils to work together and participate fully in the life of the school and the wider community.

To help develop an understanding of the world in which we live, the interdependence of individuals, groups and nations and an appreciation of human achievement and aspirations.

School prayer

Lord, as we learn and work together in the family of this school, may we remember the example of Jesus and treat others as we would like to be treated – with respect and kindness. May we strive to achieve our best in whatever we try to do and we ask that your guiding grace helps protect us and steer us through all our challenges and problems.

Through Jesus Christ, Our Lord,

Amen

Our Expectations

Students are expected to:

Stay on the school site at all times
You can only leave if you have written parental permission AND approval from a member of the Senior Leadership Team AND are signed out at the office as you leave and signed in when you return.

Have your Log Book
You must have your log book in every lesson and it should be signed each week by your Parent/Carer and your Form Tutor.

Eat in the appropriate places
All students may eat pack lunches in the Dining Hall, the Hall or in the Covered Way.
Never chew gum.

Wear correct school uniform
In case of difficulty students will wear plimsols and be allowed to borrow a jumper or tie. If this is not possible a pass must be obtained from the appropriate Head of Year and carried at all times, ready for inspection by any teacher. See full uniform expectations for specific detail with regard to uniform and jewellery.

Be responsible for your own property
Ensure any valuable items (eg mobile phones, cameras, iPods and any other portable devices) are locked away in a school locker. The school accepts no responsibility for their loss and would strongly advise students not to bring them on site as lockers are not 100% secure. Mobile phones and camera phones must not be used on the school site. Any that are used at school will be confiscated.

Act responsibily
It is forbidden to bring aerosols, alcohol, cigarettes, tobacco, drugs or weaponry onto the school site.

Rights and Responsibilities
The school council and a group of senior staff devised this list of shared Rights and Responsibilities which applies to ALL members of the school community

- To be able to teach and learn
- To be an active participant in education and training
- To be treated with respect and fairness
- To be able to realise one's potential
- To listen and be listened to
- To be able to express a point of view in a suitable way at an appropriate time
- To have equality of opportunity
- To be able to contribute to the community and receive support from it
- To be in a safe, clean and respected environment
- To ensure these values apply to all members of the school community

This is sometimes abbreviated to:
'Treat others as you would like to be treated'

Student Leaders 2017-18

Head Girl - Emily Salisbury
Head Boy - Brad Page
Deputy Head Girl - Helena Hines
Deputy Head Boy - Tom Potter

House Captains 2017-18

Da Vinci House	**Joe Bagnall, Zac Hilton, Bea Trott**	**11C**
Owens House	**Stanley Anness, Lexie Simpson, Bella Woodley**	**11D**
Austen House	**Scarlett Angove, Issy Graham, Jake Phillips**	**11E**
Nelson House	**Rhys Hughes, Millie Lenton, Hattie Smith**	**11F**
Curie House	**Phoebe Eglington, Max Lindley, Eve Poole**	**11G**

Houses @ Debenham High School

At Debenham High School there are five houses. Each house is made up of a tutor group from each year group. House Captains co-ordinate a variety of events throughout the year that pit the houses against each other in friendly competition. This includes sporting events, a fortnightly quiz and other challenges. Commendations awarded to pupils also count towards the final House Competition.

The five houses are:
Da Vinci (White), Owens (Gold), Austen (Purple), Nelson (Blue) and Curie (Green).

Da Vinci House (C)
Born on April 15, 1452, in Vinci, Italy, Leonardo da Vinci was concerned with the laws of science and nature, which greatly informed his work as a painter, sculptor, inventor and draftsmen. His ideas and body of work -- which includes Virgin of the Rocks, The Last Supper, Leda and the Swan and Mona Lisa -- have influenced countless artists and made da Vinci a leading light of the Italian Renaissance.

Owens House (D)
Jesse Owens, also known as "The Buckeye Bullet," was born on September 12, 1913, in Oakville, Alabama. In high school, he won three track and field events at the 1933 National Interscholastic Championships. Two years later, while competing for Ohio State University, he lept into the world record books. In 1936 Owens won four gold medals at the Olympic Games in Berlin. Owens died from cancer on March 31, 1980.

Austen House (E)
Jane Austen was born on December 16, 1775, in Steventon, Hampshire, England. While not widely known in her own time, Austen's comic novels of love among the landed gentry gained popularity after 1869, and her reputation skyrocketed in the 20th century. Her novels, including Pride and Prejudice and Sense and Sensibility, are considered literary classics, bridging the gap between romance and realism.

Nelson House (F)
Lord Nelson was one of Britain's greatest naval commanders. He had a long and distinguished career, in which he gained a reputation as a master tactician and great personal bravery. His crowning moment came at the Battle of Trafalgar, where Britain's decisive victory over Napoleon's fleet ended the threat of a French invasion. He was born in 1758 in Burnham Thorpe, Norfolk.

Curie House (G)
Born Maria Sklodowska on November 7, 1867, in Warsaw, Poland, Marie Curie became the first woman to win a Nobel Prize and the only woman to win the award in two different fields (physics and chemistry). Curie's efforts, with her husband, Pierre Curie, led to the discovery of polonium and radium and, after Pierre's death, the development of X-rays. She died on July 4, 1934.

Assemblies

Assemblies are an important part of our week. They are an opportunity for us to be together as a community and to share our Christian values, our success and support each other. Each week you will have an assembly in your year group and as upper or lower school. On the other days you will take part in other activities as a tutor group to support each other and your learning.
Between October half-term and Christmas there will be some changes to the assembly format due to building work taking place.

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Year Assembly (Hall)	Log book check Reflective learning Reading	Tutor led	Lower school Assembly	House quiz In the news
Year 8	Log book check Reflective learning Reading	Log book check Reflective learning Reading	Year Assembly (Boulter Room)	Lower school Assembly	House quiz In the news
Year 9	Log book check Reflective learning Reading	Year Assembly (Boulter Room)	Tutor led	Lower school Assembly	House quiz In the news
Year 10	Log book check Reflective learning Reading	Upper School Assembly	Tutor led	Year Assembly (Boulter Room)	House quiz In the news
Year 11	Log book check Reflective learning Reading	Upper School Assembly	Year Assembly (Hall)	Tutor led	House quiz In the news

Behaviour

We expect high standards of behaviour in and around school. You represent the school during your journey to and from school and whilst attending school trips and visits.

There are common rights to everyone in school. They are:

- to be listened to
- to be safe and secure in a happy and caring environment
- to be challenged and to learn, having the confidence to ask for help and the knowledge that mistakes can be a valuable part of the process
- to be respected and valued regardless of differences of race, disability, sexuality, gender, culture or religion.

These rights apply to all members of the school community; pupils, parents/carers, teaching and support staff. We aim to:

- encourage positive behaviour rather than punish negative behaviour;
- distinguish clearly between appropriate and inappropriate behaviour;
- promote consistency of action and response to which all members of the school community are committed.

We promote consistency of action and use the '4 Ws':

1. What happened or what did you do?
2. Why was your behaviour inappropriate?
3. What is your explanation?
4. What can you do to put things right and how can l help you?

We promote consistency of response by using a staged approach. However, these are guidelines and are not a fixed framework.

	Behaviour	**Response**
Stage 1	Minor disruptions eg fiddling, annoying others	Teacher-led response in classroom
Stage 2	Continuing minor problems that do not respond to stage 1 interventions	Parent/Carer informed
Stage 3	Further disruption of increasing seriousness, eg poor attitude, rude, unresponsive	Invite parent/carer to school to discuss problem. Set up Behaviour Support Plan. Head of Year involvement.
Stage 4	Serious misbehaviour, eg intimidation, bullying, vandalism, racism, defiance of staff	Invite parent/carer to school to discuss problem with Senior Leader or Headteacher. Involvement of outside agencies or implemementation of PSP.
Stage 5	Serious violation of school rules, eg verbal abuse towards teacher, violence, substance abuse, no response to stage 4 interventions	Short term exclusion
Stage 6	A third offence at stage 5 after 2 fixed-term exclusions or any very serious offence breaking school rules	Permanent exclusion

Dealing with inappropriate behaviour

It is the responsibility of all staff to tackle students who do not comply with the school's Common Principles of Behaviour and Expectations.

These are some examples of the sanctions that may be used:

Concern	**Staff action**	**Form Tutor response**	**Head of Year response**	**Senior Leadership Team response**
No Log Book	Report to Form Tutor. Form Tutor issues temporary Log Book page. Form Tutor checks student has Log Book for the rest of the week.	Form Tutor passes names to Head of Year if offence repeated. Break-time detention set by Form Tutor.	Head of Year writes home where appropriate in persistent cases. Lunchtime detention. Refer to SLT.	Contact Parent/ Carer. After-School detention given.
Chewing Gum	Warning – note in log book	More than 2 comments = break-time detention	H of Y writes home where appropriate in persistent cases. Lunchtime detention. Refer to SLT.	Contact Parent/ Carer. After-School detention given.
Low level, Inappropriate behaviour at break/lunch time	Write in log book. Report to Form Tutor	Detention set by Form Tutor. Discuss with pupil – note in log book	H of Y writes home where appropriate in persistent cases. Lunchtime detention. Refer to SLT.	Contact Parent/ Carer. After-School detention given.
Incorrect Uniform	Always comment and wait for adjustment to be made to uniform. Refer to Pastoral Assistant for Uniform Report.	Check Uniform. Jumper/tie/plimsols issued and logged by front office. Refer to Pastoral Assistant for Uniform Report.	2 crosses on Uniform Report = lunchtime detention. Parent/ Carer informed via telephone or letter.	2 Lunchtime detentions = After-School detention. Parent/Carer contacted. Any uniform which can't be remedied will result in isolation.
Smoking (or present with others who are smoking)	Report to SLT			May lead to internal isolation or exclusion. Parent/ Carer always informed or invited in to discuss.

Concern	Staff action	Form Tutor response	Head of Year response	Senior Leadership Team response
Leaving site at Lunchtime without permission	Report to SLT			School Detention. Parent/Carer contacted or invited into school.
Defiance/ verbal abuse or gestures of member of staff	Report to SLT			Parent/Carer always informed or invited in to discuss; sanctions could include exclusion.
Persistently ignore school rules	Report to SLT			May lead to internal isolation or in some cases fixed term external exclusion.
Alcohol Drugs Weapons	Report to SLT			External fixed term or permanent exclusion.

In extreme cases, if an after-school detention has been issued and there has been little improvement, the Head of Year and SLT will put the student into isolation in school for a day. Likewise, violence towards another pupil will in most cases result in isolation within school or fixed term exclusion, depending on the severity of the incident. Parents/Carers will always be informed. Continued disruptive behaviour and failure to keep school rules could lead to a fixed term exclusion.

After two fixed term exclusions the governors disciplinary panel will formally meet with the student and parents/carers along with a member of the SLT. This meeting will make clear future expectations of behaviour.

Any student who incurs a third fixed term exclusion will be permanently excluded.

School Uniform Expectations

Please see the school website for clear examples of good uniform

Female students

- All students must at all times wear a school branded jumper or shirt.
- White revered blouse with collar (not a T-shirt) or white shirt and House tie. (Blouse/shirt should not be tight fitting, and should be long enough to remain tucked into waistband.)
- House ties are available from our uniform supplier Price and Buckland. They can be bought as a traditional tie or as a clip on tie, either style must be worn with the tie and top button fully done up.
- Plain black skirt – we have a specific school skirt. This is available through our school supplier, Price and Buckland. Please note that this skirt is branded with the school logo. No other skirt is permitted.
- or Full length plain black trousers, as per the Price and Buckland website. Trousers worn that do not conform to this specification will not be permitted. The bottoms of the trousers must not completely cover the shoe, nor should the ankle be visible.
- Plain black belt (optional), plastic or leather with no studs or decoration
- Plain socks or black/natural tights must be worn (not trainer socks)
- Black smart flat shoes (not trainers, boots, sandals, sling backs or canvas).
- Black blazer with the school logo (optional)
- Discreet make-up only, in Upper School, if desired.

Male students

- All students must at all times wear a school branded jumper or shirt.
- White shirt (not a T-shirt) and House tie. (Shirt should be long enough to remain tucked into waistband.)
- House ties are available from our uniform supplier Price and Buckland. They can be bought as a traditional tie or as a clip on tie, either style must be worn with the tie and top button fully done up.
- Full length plain black trousers as per the Price and Buckland website. Trousers worn that do not conform to this specification will not be permitted. Plain black belt (optional), plastic or leather with no studs or decorations.
- Black smart shoes (not trainers, sandals or boots)
- Plain socks must be worn (not trainer socks)
- Black blazer with the school logo (optional).

All students

- Plimsolls or light-weight trainers for Drama lessons FOR INDOOR USE ONLY.
- Plain white T-shirts may be worn under the school shirt during the winter months, but should not be visible at the neckline or cuffs.
- Hair styles should not be exaggerated or attract undue attention and colours should be natural.
- Visible tattoos are not permitted

We discourage the wearing of jewellery, but the following are acceptable:
a single plain stud per ear in lower lobe; one fine gold or silver chain necklace, with no pendant or decoration; one narrow, discreet bracelet or charity band. No rings and no other piercings are permitted. Excess jewellery will be confiscated. On the first occasion this will be returned to the student at the end of the school day. After multiple confiscations the items will only be returned to a parent or carer.

PE kit

All PE kit worn (other than shoes) must be school specific items. Compulsory items of PE uniform are:

- polo shirt
- shorts or skort
- reversible long sleeved sports shirt
- DHS socks
- training shoes (preferably white) with non-marking soles

Optional items of PE uniform are:

- tracksuit top and bottoms
- base skins
- Girls leggings must be school supplied version
- Football boots are strongly recommended for use in wet and muddy weather
- For all rugby and hockey lessons, the wearing of a gumshield is strongly recommended.

Named items of uniform must be surname only, no abbreviations or nicknames.

Please note that NO jewellery may be worn during PE lessons for health and safety reasons.

ALL items of clothing and belongings MUST be clearly labelled with the pupil's name. Any unidentified clothing found in the school will be returned to lost property and held for a term. Parents who have difficulty financing school uniform are invited to contact the Head of Year, in confidence, for assistance.

Mobile phone and music players

Students are discouraged from bringing any mobile phones, music players or other electrical equipment to school. The school recognises that some parents, for reasons of safety, may wish their daughter or son to bring a phone to school. Any device remains the responsibility of the student and the school cannot be held liable for any loss, breakage or theft.

If students and parents chose to bring any such device to school the following expectations will be enforced.

All mobile phones, music players or other electrical equipment must be kept switched off and out of sight at all times on the school premises. Any use of phones is prohibited – this includes making or receiving calls / text messages / photographs / videos; listening to music; using as a calculator / conversion software; and checking the time.

In case of emergency, or where there is a particular need, students should ask a senior member of staff for permission to use the phone in an office.

The use of personal musical devices anywhere on the school site is not permitted.

If a student is seen using a device at school it will be confiscated. Multiple offences will result in an after school detention and parents will be asked to come to school to collect the device from school.

ESSENTIAL characteristics of the best learners

There are key questions that students who make the most progress ask themselves. If you can answer yes to all these questions then you will be learning effectively.

Evidence of progress
Am I aware of what I am learning, not just what I am doing?
Have I made progress today?
Do I know how my learning today fits into the bigger picture for this subject?

Standards
Did I arrive on time?
Am I in the correct uniform?
Do I have all the equipment I need for the lesson?

Sustained pace
Have I stayed focused on the tasks?
Have I moved quickly between different task?
Have I worked well with others, helping us all to learn?

Effective questions
Have I been able to answer questions about what I am learning today?
Can I ask questions which give me an even deeper understanding?

New learning
Could I explain to a visitor to the lesson what I have learnt today?
Have I helped others to learn through my involvement today?
Have I worked in different ways and with different people effectively?

Take responsibility
Have I taken responsibility for my behaviour?
Have I been polite and cooperative?
Have I been respectful to the thoughts and opinions of others?

Independence
Have I worked on my own? Have I collaborated effectively with others?
Have I persevered when I have found the work challenging?
Have I stopped to ask, either my peers or the teacher, when I don't understand?

Assessment
Do I know how well I have done today?
Do I know what has been expected of me?

Literacy and numeracy
Have I considered how I am writing today, not just what I am writing?
Have I used discussion to share my ideas before writing? Have I checked for accuracy in my writing?
Have I developed my numeracy skills?

Learning Behaviour Descriptors

In your interim reports your teachers will grade your learning behaviour. In September 2017 we have introduced a fifth Learning Behaviour Grade to ensure that we differentiate between those students who are coasting and those who are taking responsibility for their own learning.

These are the characteristics of each grade.

Outstanding

Keen and very enthusiastic to learn; works extremely well independently or in groups; works effectively on whatever task is set; homework is **always** completed to a high standard, relative to ability; correct equipment is brought to each lesson; willingness to participate and engage fully in learning; helps to develop a positive learning environment; behaviour is excellent. Full responsibility is taken for their own learning.

Good

Generally keen and enthusiastic to learn; works well independently or in groups and able to take some responsibility for learning; homework generally completed on time to a good standard, relative to ability; correct equipment is brought to each lesson; willingness to participate fully in learning in most activities; helps to develop a positive learning environment with rare need for the teacher to re-direct; behaviour is good.

Meeting Minimum Expectations

Can work independently or in groups but can be a passive participant in their learning; homework is generally completed on time but often completed to the minimum standard expected for that student; correct equipment is usually brought; will take part in the learning activity but does not stretch or challenge themselves in their learning; able to complete tasks but does not show initiative in their learning; behaviour does not distract others from learning.

Inconsistent

Can work independently or in groups and able to take some responsibility for learning but this does not occur consistently; homework is not always completed to deadlines or a suitable standard; correct equipment not always brought to the lesson; occasionally reluctant to engage fully in the learning activity; can be passive towards learning; behaviour is generally acceptable but can on occasion prevent others from learning.

Unsatisfactory

There has been only limited progress due to poor learning behaviour; time is wasted in lessons and the progress of others can be impaired; does not come ready to learn; may be late, not fully prepared, little/no homework; fails to listen to the teacher or peers and follow the relevant instructions; demonstrates a lack of respect for own learning and that of others.

Assessment @ Debenham High School

In September 2016 we moved to a new grading system across the whole school.

Year 7, 8 and 9

In Year 7, 8 and 9 we report a Current Attainment Grade. This is the level at which a student is working at the time of reporting. This will be based on a range of teacher assessments, which may include tests, formal pieces of work, classwork and homework.

Each student will also have Goal Grade in each subject. This is the minimum grade that they should aim to achieve at the end of Year 9.

There are three sub-divisions to show progression through each level:
'E' (Embedded) means working at the top end of the level
'S' means securely working at the level
'J' means just into the level.

So a student who achieved a Grade 3E is working at the top of this grade, close to progressing to a Grade 4.

The table (right) shows the progression in the grades and the approximate spread of grades for each year group (the darkest shading being the average attainment for where a student would be at the end of that year group at Debenham High School).

End of Year 7	End of Year 8	End of Year 9
W1j	W1j	W1j
W1s	W1s	W1s
W1e	W1e	W1e
W2j	W2j	W2j
W2s	W2s	W2s
W2e	W2e	W2e
W3j	W3j	W3j
W3s	W3s	W3s
W3e	W3e	W3e
1j	1j	1j
1s	1s	1s
1e	1e	1e
2j	2j	2j
2s	2s	2s
2e	2e	2e
3j	3j	3j
3s	3s	3s
3e	3e	3e
4j	4j	4j
4s	4s	4s
4e	4e	4e
5j	5j	5j
5s	5s	5s
5e	5e	5e
6j	6j	6j
6s	6s	6s
6e	6e	6e
7j	7j	7j
7s	7s	7s
7e	7e	7e
8j	8j	8j
8s	8s	8s
8e	8e	8e
9j	9j	9j
9s	9s	9s

KS4
In Years 10 and 11 we report expected grade ie. The grade we expect students to achieve at the end of Year 11. These are reported as whole grades only on the 1-9 scale.

Current Year 11 students will continue to have a few A*- G grades in the DT subjects and in Media Studies. All other subjects will be grades 9 to 1.

Literacy skills

When marking your work all staff will use this framework for giving you feedback on literacy. Teachers across all subjects will use the same code to highlight your mistakes.

You should take time to make corrections of your mistakes and consider how you will make improvements next time.

Put an extra full stop in this line where needed.

// You need a new paragraph here.

Cp You need to sort capital letters out in this line by either putting them in where needed or taking them out where not needed.

Sp Practise this spelling by writing it out four times using the:
Look
Say
Cover
Write
Check method

h You have used the wrong version of a homophone. Practise using the right version by writing four sentences with it.

^ You have missed out a word here.

This bit needs rewriting to make it flow more smoothly.

Pn Punctuation needs reviewing in this line eg commas, apostrophes.

T You need to check your work for correct tense.

Wordbank

Below are some words which are frequently misspelt. There is a blank space for you to add words that you often get wrong.

accidentally
almost
anthology
anticipate
apartment
appeared
appetite
approximately
argument
arrogant
atmosphere
audience
available
average
beautiful
beginning
benefit
board
business
calendar
catalogue
cemetery
centre
commitment
completely
concentration
condition
conscience
criticise
dangerous
deceive
decision
definitely
descend
disappear
disappointed
disease
disguise
eager
eerie
efficient
embarrassment
emotion
environment
estimate
eventually
evidence
existence
experience
foreign
friend
glimpse
government
happened
horrified
impatient
inaccurate
independent
instalment
interesting
jewellery
knowledge
minute
notice
occasion
opportunity
original
parallel
parliament
participation
pattern
percentage
picture
politician
position
possession
precious
prejudice
preparation
privilege
probably
profession
pronunciation
properly
quarrel
receive
recommend
reliable
religious
resistance
resources
responsible
reveal
revolution
rhyme
rhythm
sentence
separate
simile
skilful
solution
straight
strength
success
suggestion
summary
surprise
suspense
suspicious
technology
through
tomorrow
unpleasant
until
Wednesday
weight
whisper
writer

There are some common words that sound the same but that have different meanings (homophones). Be careful that you are using the correct one.

aloud/allowed
are/our
beach/beech
bean/been
blue/blew
board/bored
break/brake
cell/sell
cereal/serial
dear/deer
fate/fete
flour/flower
great/grate
hair/hare
heard/herd
here/hear
him/hymn
hole/whole
hour/our
in/inn
key/quay
knight/night
know/no
leak/leek
made/maid
main/mane
meet/meat
might/mite
morning/mourning
new/knew
not/knot
pain/pane
peace/piece
place/plaice
plane/plain
read/reed
right/write
scene/seen
see/sea
stair/stare
steel/steal
sum/some
sun/son
tail/tale
through/threw
vain/vein
waist/waste
week/weak

Some even have three similar sounding words....

by/bye/buy
rein/rain/reign
rode/road/rowed
sent/scent/cent
sew/so/sow
their/they're/there
too/two/to
you/yew/ewe

Words that I need to think about

My Wordbank

My Wordbank

The 2017-18 Reading Log

1.
Title:
Author:

☆☆☆☆ Your rating

2.
Title:
Author:

☆☆☆☆ Your rating

3.
Title:
Author:

☆☆☆☆ Your rating

4.
Title:
Author:

☆☆☆☆ Your rating

5.
Title:
Author:

☆☆☆☆ Your rating

The 2017-18 Reading Log

6.
Title:
Author:

☆☆☆☆ Your rating

7.
Title:
Author:

☆☆☆☆ Your rating

8.
Title:
Author:

☆☆☆☆ Your rating

9.
Title:
Author:

☆☆☆☆ Your rating

10.
Title:
Author:

☆☆☆☆ Your rating

Homework

Pupils in Years 7, 8 and 9 should expect to have up to 5 hours of homework per week.
Pupils in Years 10 and 11 should expect to do up to 10 hours per week. This may consist of extension to classwork, GCSE coursework, GCSE projects etc.

Note to Pupils

- Homework is an important part of your work. It gives you an opportunity to work independently, to research and to carry out specific tasks and complete work started in class. It is often valuable to "read round" a topic to extend your classwork.
- You will only do your homework successfully if you know exactly what it is you have to do. Make sure you copy accurately the homework details and the date the work is due to be handed in.
- Do your best with each piece of work.
- If you find some of the homework too difficult, try to obtain help - from your teacher or your parent/carer.
- Failure to complete homework on time is likely to result in detention and/or extra work or an imposition being set. If this happens more than very occasionally your parent/carer will be informed and a homework report may be issued.
- Homework Club to support pupils in the completion of homework, Mon-Thur 3.45-4.45pm

Note to Parents/Carers

- Please check that homework details are entered properly in the Log Book. There is a space for your regular signature.
- Please try to help your child to organise his or her time to best advantage so that homework is not left to the last minute or even forgotten. It is often best, however, to give children a short period to "unwind" after school before they start their homework.
- Try to provide suitable working conditions at home if you can.
- It is really important for you to take an active interest in your child's work rather than just insisting that it is done. This sustained, active interest can make a huge difference to the quality of work produced and the attitude towards homework.
- Give help if required, but please do not do the work for your child.
- Don't let your child do too much or get upset about a piece of work he or she is finding difficult. Please use your judgement as to when to intervene and say it is time to stop working on a piece of homework. Please make a note of this in the Log Book.
- Please tell us if there is a problem through the Form Tutor in the first instance; if there is too much, too little or if it is all coming at once. We all want what is best for the children.
- At an appropriate time before examinations we will provide guidance about revision techniques and planning.

Homework Recording
Autumn Term

Week beginning **Monday 4 September 2017** **Week No. 1**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week ***Adorn - add beauty, decorate***

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning Monday 11 September 2017 Week No. 2

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week ***Overhaul - Examine thoroughly to learn about the condition***

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 18 September 2017** **PSHE: MON 1** **Week No. 3**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Deviance - Being different in moral standards (than normal)*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 25 September 2017** **PSHE: MON 2** **Week No. 4**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Divestiture - Taking off; getting rid of; giving up*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 2 October 2017** **PSHE: MON 3** **Week No. 5**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Inane - Silly; senseless*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 9 October 2017** **PSHE: MON 4** **Week No. 6**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Foolproof - Incapable of failure or error*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 16 October 2017** **PSHE: MON 5** **Week No. 7**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Exculpate - To clear from a change of guilt*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 30 October 2017** **PSHE: MON 6** **Week No. 8**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Mollify - Make calmer or quieter*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 6 November 2017** **PSHE: TUES 1** **Week No. 9**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Valiant - Brave*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 13 November 2017** **PSHE: TUES 2** **Week No. 10**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Disdain - Look on with contempt*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 20 November 2017** **PSHE: TUES 3** **Week No. 11**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Irrevocable - Final and unalterable*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 27 November 2017** **PSHE: TUES 4** **Week No. 12**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Lachrymose - Causing tears; tearful*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 4 December 2017** **PSHE: TUES 5** **Week No. 13**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Impugned - Challenged to be doubted*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 11 December 2017** **PSHE: TUES 6** **Week No. 14**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Finesse - Delicate way of dealing with a situation*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 18 December 2017** **Week No. 15**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Topple - Be unsteady and overturn*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Homework Recording
Spring Term

Week beginning **Monday 1 January 2018** **Week No. 16**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Tortuous - Devious; not straightforward*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 8 January 2018** **PSHE: WED 1** **Week No. 17**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Tepid - Lukewarm*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 15 January 2018** **PSHE: WED 2** **Week No. 18**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Sever - Break off*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 22 January 2018** **PSHE: WED 3** **Week No. 19**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Cryptic - Secret with a hidden meaning*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 29 January 2018** **PSHE: WED 4** **Week No. 20**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Coax - Get somebody to do something by kindness*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 5 February 2018** **PSHE: WED 5** **Week No. 21**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Extant - Still in existence*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 12 February 2018** **PSHE: WED 6** **Week No. 22**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Countenance - To favour or approve of*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 19 February 2018** **PSHE: WED 6** **Week No. 23**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Concur - Agree in opinion; happen together*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 26 February 2018** **PSHE: THURS 1** **Week No. 24**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Brash - Hasty; rush; cheeky*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 5 March 2018** **PSHE: THURS 2** **Week No. 25**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Desultory - Aimless; haphazard; digressing at random*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 12 March 2018** **PSHE: THURS 3** **Week No. 26**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Apprise - Give notice to inform*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 19 March 2018** **PSHE: THURS 4** **Week No. 27**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Inane - Silly, senseless*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 26 March 2018** **PSHE: THURS 5** **Week No. 28**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Affable - Polite and friendly*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Homework Recording
Summer Term

Week beginning **Monday 16 April 2018** **PSHE: THURS 6** **Week No. 28**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Rebuff - snub*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 23 April 2018** **PSHE: FRI 1** **Week No. 29**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Wallow - To roll the body about or lie relaxed in water or mud*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 30 April 2018** **PSHE: FRI 2** **Week No. 30**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Rouse - To wake (someone) up*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 7 May 2018** **PSHE: FRI 3** **Week No. 31**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Disheveled - Being in loose disarray; unkempt, as hair of clothing*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 14 May 2018** **PSHE: FRI 4** **Week No. 32**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Bonhomie - A pleasnt and affable disposition; geniality*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 21 May 2018** **PSHE: FRI 5** **Week No. 33**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Scintilla - A minute amount; an iota or trace*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 28 May 2018** **PSHE: FRI 6** **Week No. 34**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Pensive - Engaged in deep and serious thought*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 4 June 2018** **Week No. 35**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Doppelganger - Someone who looks like someone else*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 11 June 2018** **Week No. 36**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Skullduggery - Dishonorable proceedings; mean dishonesty or trickery*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 18 June 2018** **Week No. 37**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Balmy - (of weather) mild and pleasant*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning Monday 25 June 2017 **Week No. 38**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Inconsolable - Incapable of being consoled or comforted*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 2 July 2018** **Week No. 39**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Quibble - Evade the truth or importance of an issue by raising trivial distrinctions and objections*

Day	Homework set	Date Due	✓
Thursday			
Friday		00	

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 9 July 2018** **Week No. 40**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Abash - Ill at ease; embarrassed, or confused; ashamed*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 16 July 2018** **Week No. 41**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Effusive - Unrestrained or excessive in emotional expression; gushy*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning **Monday 23 July 2018** **Week No. 42**

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Word of the week *Ruminate - To think deeply about something*

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

My profile and progress tracker

ESSENTIAL characteristics of the best learners

There are key ingredients that students who make the most progress ask themselves. If you can answer yes to all these questions then you will be learning effectively.

Evidence of progress
Am I aware of what I am learning, not just what I am doing?
Have I made progress today?
Do I know how my learning today fits into the bigger picture for this subject?

Standards
Did I arrive on time?
Am I in the correct uniform?
Do I have all the equipment I need for the lesson?

Sustained pace
Have I stayed focused on the tasks?
Have I moved quickly between different task?
Have I worked well with others, helping us all to learn?

Effective questions
Have I been able to answer questions about what I am learning today?
Can I ask questions which give me an even deeper understanding?

New learning
Could I explain to a visitor to the lesson what I have learnt today?
Have I helped others to learn through my involvement today?
Have I worked in different ways and with different people effectively?

Take responsibility
Have I taken responsibility for my behaviour?
Have I been polite and cooperative?
Have I been respectful to the thoughts and opinions of others?

Independence
Have I worked on my own? Have I collaborated effectively with others?
Have I persevered when I have found the work challenging?
Have I stopped to ask, either my peers or the teacher, when I don't understand?

Assessment
Do I know how well I have done today?
Do I know what has been expected of me?

Literacy and numeracy
Have I considered how I am writing today, not just what I am writing?
Have I used discussion to share my ideas before writing? Have I checked for accuracy in my writing?
Have I developed my numeracy skills?

My Profile

What are my best qualities and strengths?

What are my hobbies and interests?

What is important to me
Now?

In the future?

What support do I need?
(with my learning, friendships, social skills, behaviour, specific skills)

Student _____ **Parent/carer** _____

Personal learning reflection

Do you have the characteristics needed to be an effective learner? How have you worked this half-term? Grade yourself in each characteristic.
1=outstanding, 2=good, 3=inconsistent, 4=unsatisfactory.

Date:									
Evidence of progress	1	-	2	-	3	-	4	-	5
Standards	1	-	2	-	3	-	4	-	5
Sustained pace	1	-	2	-	3	-	4	-	5
Effective questions	1	-	2	-	3	-	4	-	5
New learning	1	-	2	-	3	-	4	-	5
Take responsibility	1	-	2	-	3	-	4	-	5
Independence	1	-	2	-	3	-	4	-	5
Assessment	1	-	2	-	3	-	4	-	5
Literacy and Numeracy	1	-	2	-	3	-	4	-	5

What do I need to do to be a more effective learner?

Target 1:

Target 2:

Target 3:

Report summary - Autumn 2017

Subject	Goal Grade/ Level	Current Attainment	Learning behaviour	To improve I need to:
English				1.
Mathematics				
Science				
				2.
				3.
				Signed (student):
				Tutor:
				Parent/Carer:

Tutor consultation

Date:

Strengths:

Concerns:

Next steps to improve/develop my learning or involvement in school:

Who else needs to be informed? **By when?**

Pupil signature: **Tutor signature:**

Note to parent/carer

Please discuss the above and overleaf with your daughter/son. If you wish to discuss it further with the tutor, please do not hesitate to contact the school.

I have noted the Next Steps and have discussed this with my daughter/son.

Parent/carer signature: **Date:**

Personal learning reflection

Do you have the characteristics needed to be an effective learner? How have you worked this half-term? Grade yourself in each characteristic.
1=outstanding, 2=good, 3=inconsistent, 4=unsatisfactory.

Date:	

Evidence of progress	1	-	2	-	3	-	4	-	5
Standards	1	-	2	-	3	-	4	-	5
Sustained pace	1	-	2	-	3	-	4	-	5
Effective questions	1	-	2	-	3	-	4	-	5
New learning	1	-	2	-	3	-	4	-	5
Take responsibility	1	-	2	-	3	-	4	-	5
Independence	1	-	2	-	3	-	4	-	5
Assessment	1	-	2	-	3	-	4	-	5
Literacy and Numeracy	1	-	2	-	3	-	4	-	5

What do I need to do to be a more effective learner?

Target 1:

Target 2:

Target 3:

Report summary - Spring 2018

Subject	Goal Grade/ Level	Current Attainment	Learning behaviour	To improve I need to:
English				1.
Mathematics				
Science				
				2.
				3.
				Signed (student):
				Tutor:
				Parent/Carer:

Tutor consultation

Date:

Strengths:

Concerns:

Next steps to improve/develop my learning or involvement in school:

Who else needs to be informed? **By when?**

Pupil signature: **Tutor signature:**

Note to parent/carer

Please discuss the above and overleaf with your daughter/son. If you wish to discuss it further with the tutor, please do not hesitate to contact the school.

I have noted the Next Steps and have discussed this with my daughter/son.

Parent/carer signature: **Date:**

Personal learning reflection

Do you have the characteristics needed to be an effective learner? How have you worked this half-term? Grade yourself in each characteristic.
1=outstanding, 2=good, 3=inconsistent, 4=unsatisfactory.

Date:	

Evidence of progress	1	-	2	-	3	-	4	-	5
Standards	1	-	2	-	3	-	4	-	5
Sustained pace	1	-	2	-	3	-	4	-	5
Effective questions	1	-	2	-	3	-	4	-	5
New learning	1	-	2	-	3	-	4	-	5
Take responsibility	1	-	2	-	3	-	4	-	5
Independence	1	-	2	-	3	-	4	-	5
Assessment	1	-	2	-	3	-	4	-	5
Literacy and Numeracy	1	-	2	-	3	-	4	-	5

What do I need to do to be a more effective learner?

Target 1:

Target 2:

Target 3:

Report summary - Summer 2018

Subject	Goal Grade/ Level	Current Attainment	Learning behaviour	To improve I need to:
English				1.
Mathematics				
Science				
				2.
				3.
				Signed (student):
				Tutor:
				Parent/Carer:

Tutor consultation

Date:

Strengths:

Concerns:

Next steps to improve/develop my learning or involvement in school:

Who else needs to be informed? **By when?**

Pupil signature: **Tutor signature:**

Note to parent/carer

Please discuss the above and overleaf with your daughter/son. If you wish to discuss it further with the tutor, please do not hesitate to contact the school.

I have noted the Next Steps and have discussed this with my daughter/son.

Parent/carer signature: **Date:**

Subject resources and learning @ home

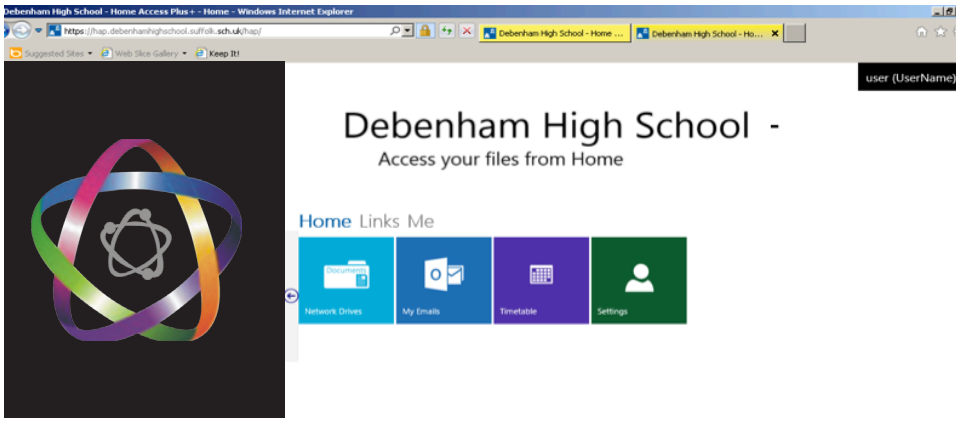
DHS Learning Platform

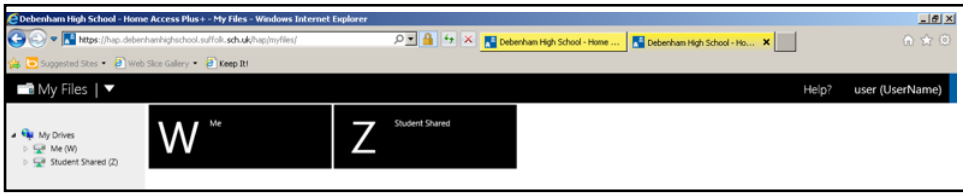
How do I find it?

1. Go to the Debenham High School website - www.debenhamhigh.co.uk
2. Scroll down to the link on left of page, DHS Learning Platform.

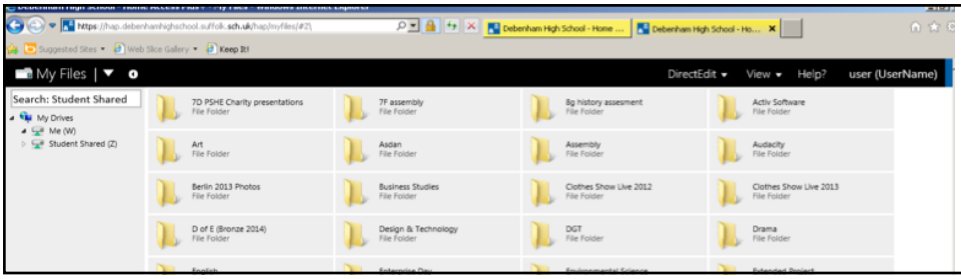
What do I do when I get there?

Click on a button to access your school Documents or Network Drives (for Student Shared) or Email.





Network drive view



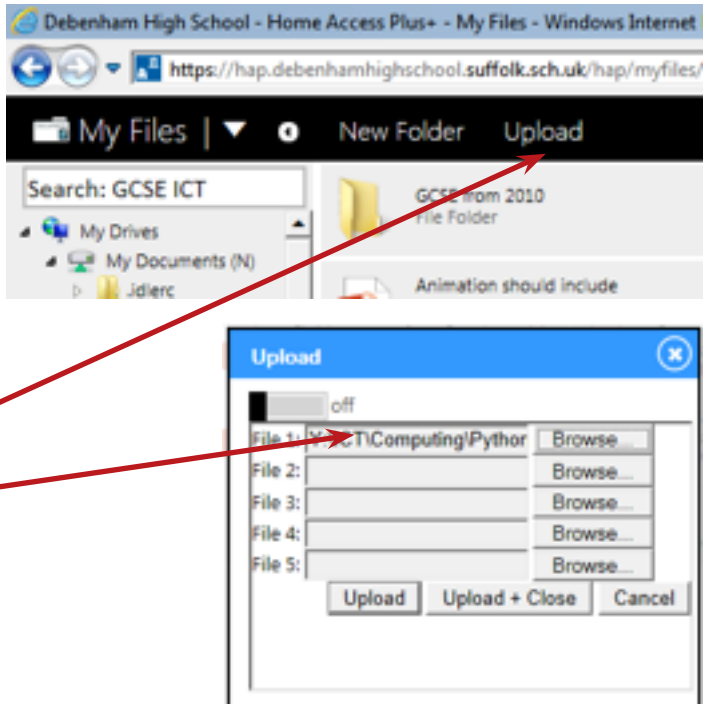
Documents view

To open a file

1. Double click the file
2. Save to your home computer My Documents

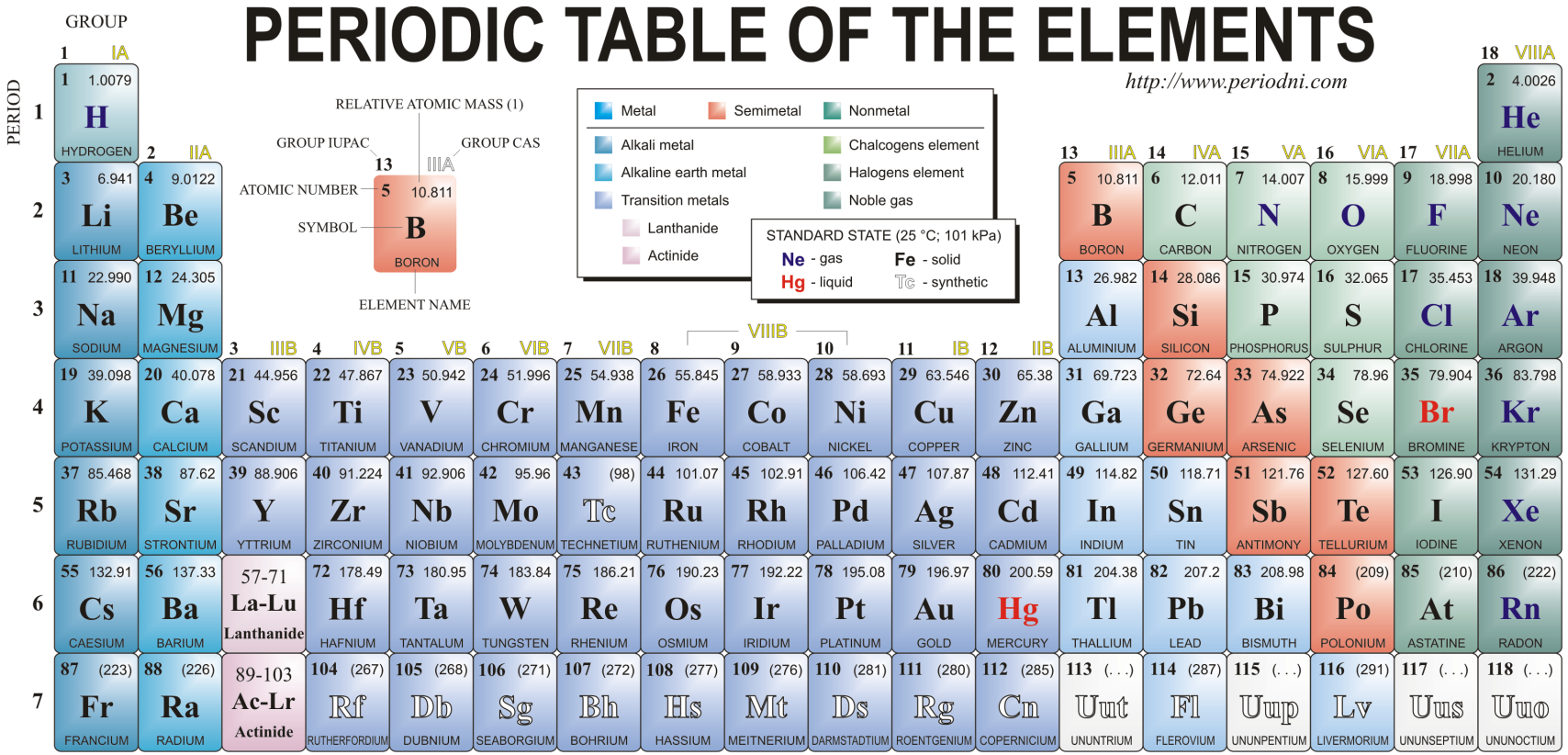
To upload a file from your home computer

1. Go to the folder you wish it to be put into
2. Click the Upload button
3. Browse to the file or files you wish to upload
4. Click Upload and Close
5. **Alternatively you can drag and drop from a folder on your computer to the school folder.**



PERIODIC TABLE OF THE ELEMENTS

http://www.periodni.com



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LANTHANIDE

57	58	59	60	61	62	63	64	65	66	67	68	69	70	71
138.91	140.12	140.91	144.24	(145)	150.36	151.96	157.25	158.93	162.50	164.93	167.26	168.93	173.05	174.97
La	Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu
LANTHANUM	CERIUM	PRASEODYMIUM	NEODYMIUM	PROMETHIUM	SAMARIUM	EUROPIUM	GADOLINIUM	TERBIUM	DYSPROSIUM	HOLMIUM	ERBIUM	THULIUM	YTTERBIUM	LUTETIUM

ACTINIDE

89	90	91	92	93	94	95	96	97	98	99	100	101	102	103
(227)	232.04	231.04	238.03	(237)	(244)	(243)	(247)	(247)	(251)	(252)	(257)	(258)	(259)	(262)
Ac	Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr
ACTINIUM	THORIUM	PROTACTINIUM	URANIUM	NEPTUNIUM	PLUTONIUM	AMERICIUM	CURIUM	BERKELIUM	CALIFORNIUM	EINSTEINIUM	FERMIUM	MENDELEVIUM	NOBELIUM	LAWRENCIUM

(1) Pure Appl. Chem., **81**, No. 11, 2131-2156 (2009)
Relative atomic masses are expressed with five significant figures. For elements that have no stable nuclides, the value enclosed in brackets indicates the mass number of the longest-lived isotope of the element. However three such elements (Th, Pa and U) do have a characteristic terrestrial isotopic composition, and for these an atomic weight is tabulated.

French Tense Map

Passé Composé with AVOIR

I have ____ed/I ___ed...

Phrases for completed actions.

Use the *subject* + *auxiliary* (1+2) and the *past participle* (3) to form;

(1+2)
- J'**ai**
- Tu **as**
- il,elle/on **a** +
- Nous **avons**
- Vous **avez**
- ils/elles **ont**

(3) ↓

Regular verbs – PPs

- Parler - parl**é**
- Vendre - vend**u**
- Finir - fini

Common irregular Past Participles using AVOIR

I, You... = J'ai, Tu as.. +

bu	*- Drank*
lu	*- Read*
su	*- Knew*
vu	*- Saw*
dû	*- Had to*
cru	*- Believed*
pu	*- Could*
eu	*- Had*
voulu	*- Wanted*
reçu	*- Received*
connu	*- Knew*
couru	*- Ran*
mis	*- Put*
pris	*- Took*
appris	*- Learn*
compris	*Understood*
écrit	*- Wrote*
dit	*- Said*
fait	*- Did*
été	*- Was*

P.C. with ÊTRE

I have ____ed/I ___ed...

(1+2)
- Je **suis**
- Tu **es**
- il/elle/on **est**
- Nous **sommes** +
- Vous **êtes**
- ils/elles **sont**

(3) ↓

- **M**onté(e/s/es) - *Climbed*
- **R**etourné(e/s/es) - *Returned*
- **S**orti(e/s/es) - *Went out*

- **V**enu(e/s/es) - *Came*
- **A**rrivé(e/s/es) - *Arrived*
- **N**é(e/s/es) - *Born*

- **D**escendu(e/s/es)-*Went down*
- **E**ntré(e/s/es) - *Entered*
- **R**esté(e/s/es) - *Stayed*

- **T**ombé(e/s/es) – *Fell down*
- **R**entré(e/s/es) – *Went home*
- **A**llé(e/s/es) - *Went*
- **M**ort(e/s/es) - *Died*
- **P**arti(e/s/es) – *Left*

Reflexive verbs

(1,2,3)
- Je me **suis**
- Tu t'**es**
- il/elle/on s'**est**
- Nous nous **sommes** +
- Vous vous **êtes**
- Ils/elles se **sont**

(4) ↓

- Levé (e/s) – *Got Up*
- Réveillé (e/s) – *Woke up*
- Habillé (e/s) - *Dressed*
- Couché (e/s) – *Went to bed*
- Douché (e/s) - *Showered*
- Amusé (e/s) – *Had Fun*

Present Tense: regular verbs

Normally/Usually I...

-ER verbs	**-IR verbs**	**-RE verbs**
Aimer *(to like)*	Finir *(to finish)*	Vendre *(to sell)*
J'aime *- I like*	Je fini**s** *- I finish*	Je vend**s** *- I sell*
Tu aime**s**	Tu fini**s**	Tu vend**s**
il/elle/on aime	Il/elle/on fini**t**	Il/elle/on vend
Nous aim**ons**	Nous fini**ssons**	Nous vend**ons**
Vous aim**ez**	Vous fini**ssez**	Vous vend**ez**
ils/elles aim**ent**	ils/elles fini**ssent**	ils/elles vend**ent**

Present Tense: common irregular verbs/reflexives

Je **me** lève *– I get up*	Je suis *- I am*	Je dois *– I must*	Je prends *– I take*
Tu **te** lève	Tu es	Tu dois	Tu prends
il/elle/on **se** lève	il/elle/on est	il/elle/on doit	il/elle/on prend
Nous **nous** levons	Nous sommes	Nous devons	Nous prenons
Vous **vous** levez	Vous êtes	Vous devez	Vous prenez
ils/elles **se** lèvent	ils/elles sont	ils/elles doivent	ils/elles prennent

Je veux *– I want*	Je peux *– I can*	Je fais *- I do/make*	J'ai *- I have*
Tu veux	Tu peux	Tu fais	Tu as
il/elle/on veut	il/elle/on peut	il/elle/on fait	il/elle/on a
Nous voulons	Nous pouvons	Nous faisons	Nous avons
Vous voulez	Vous pouvez	Vous faites	Vous avez
ils/elles veulent	ils/elles peuvent	ils/elles font	ils/elles ont

Phrases for past opinions, descriptions and past habits in the - IMPERFECT:

I used to ____/I was ____ing

Take the 1st person plural of the present tense (nous form) knock off the ons (e.g. finiss~~ons~~) and add endings:

Je	**-ais**
Tu	**-ais**
il/elle/on	**-ait**
Nous	**-ions**
Vous	**-iez**
ils/elles	**-aient**

Être – stem is irregular – ét- e.g. c'était – *it was*

il y avait – *there was*

quand j'étais petit(e) *- when I was small/young*

je jouais/faisais *– I used to play*

Future with ALLER

I am going to....

- Je **vais**
- Tu **vas**
- il/elle/on **va**
- Nous **allons**
- Vous vous **allez**
- ils/elles **vont**

+ infinitive (e.g. faire)

Simple Future tense: *I will...*

Take the infinitive (e.g. chanter) of the verb and add endings:

NB: *RE verbs for the infinitive stem take off the E (eg vendre~~e~~)*

Je	**-ai**
Tu	**-as**
il/elle/on	**-a**
Nous	**-ons**
Vous	**-ez**
ils/elles	**-ont**

Irregular Future stems:

Avoir *(To have)*	**aur-**
Aller *(to go)*	**ir-**
Devoir *(to have to)*	**devr-**
Être *(To be)*	**ser-**
Faire *(To do/ make)*	**fer-**
Pouvoir*(to be able to)*	**pourr-**
Venir *(to come)*	**viendr-**
Vouloir *(to want)*	**voudr-**
Voir *(to see)*	**verr-**
Pleuvoir *(to rain)*	**pleuvr-**

CONDITIONAL TENSE

I would/could/should

Take the FUTURE STEM of the verb and add IMPERFECT endings:

Je	*voudr***ais**
Tu	*voudr***ais**
il/elle/on	*voudr***ait**
Nous	*voudr***ions**
Vous	*voudr***iez**
ils/elles	*voudr***aient**

Physical Education @ DHS

Key Stage 3

Pupils in Years 7-9 study a range of activities as outlined below. Normally these are studied for a period of 6-8 lessons.

Year 7	Year 8	Year 9
Football	Football	Football
Netball	Netball	Netball
Hockey	Hockey	Hockey
Rugby	Rugby	Rugby
Fitness	Fitness	Fitness
Handball	Handball	Handball
OAA	OAA	Sports Leaders
Olympic Legacy	Basketball	Basketball
Short Tennis	Badminton	Badminton
Athletics	Athletics	Athletics
Rounders	Rounders	Rounders
Cricket	Cricket	Cricket
Tennis	Tennis	Tennis

Assessment

Pupils are assessed throughout their lessons which culminates in completing a milstone task which relates to the skills studied. This performance is then recorded as a level. Some areas such as Sports Leaders and the Olympic Legacy unit are not levelled, but enhance the student's knowledge and confidence in different skills.

In PE we develop the following areas and assess looking specifically at:

- Skill and technique
- Rules and tactics
- How to analyse a performance
- Heathly active lifestyles
- Developing and understanding fitness

Physical Education Grades - a brief overview

Level 1

Skills and techniques	I am developing skills & techniques unaided.
Rules and tactics	I know some of the rules but struggle to apply them appropriately.
Analyse a performance	I can observe a performance and evaluate strengths and weaknesses using basic terminology but require help to correct faults.
Healthy active lifestyles	I understand the importance of a healthy lifestyle.
Developing/understanding fitness	I am developing my fitness to cope with the demands of the activity. I'm beginning to understand the importance of resilience to complete a challenging task

Level 2

Skills and techniques	I can perform using the correct technique & select the appropriate skill.
Rules and tactics	I know the rules but I occasionally get them wrong, especially in game situations.
Analyse a performance	I can observe a performance and evaluate strengths and weaknesses using basic terminology but require help to correct faults.
Healthy active lifestyles	I can explain why exercise is important to my health and fitness.
Developing/understanding fitness	One area of my fitness is developed and I know how to select and apply an appropriate training method. I can design and perform a simple PEP. I am determined to succeed and beginning to show resilience to complete.

Level 3

Skills and techniques	My technique is generally good, but can break down under pressure. I have the necessary skills to perform at an appropriate level.
Rules and tactics	I can apply the rules to the relevant activity.
Analyse a performance	I can identify strengths and weaknesses in performances using some correct terminology. I can suggest basic improvements to develop performance.
Healthy active lifestyles	I understand how an active, healthy lifestyle can benefit my fitness & wellbeing.
Developing/understanding fitness	More than one area of my fitness is developed to cope with the demands of the activity. I can perform and plan a simple PEP based on my existing levels of fitness. I can differentiate between methods of training and lead a session to a small group. I am determined to succeed, and I keep going in most challenging situations.

Level 4

Skills and techniques	My technique is consistently good and my skills are of a high standard.
Rules and tactics	I know the rules and rarely make mistakes. I could officiate with some support.
Analyse a performance	I can confidently evaluate strengths and weaknesses, using correct terminology, in my performance and that of others.
Healthy active lifestyles	I can describe how exercise benefits health and can share this information with a small group.
Developing/understanding fitness	I can implement both methods and principles of training to improve my fitness and that of others. I can perform and plan a detailed PEP with assistance based on my existing levels of fitness. I am determined to succeed in all challenging situations, and I can occasionally help others to complete a task.

Record the levels you achieve this year into the grid below

	Football	Netball	Hockey	Rugby	Fitness	Handball	S. Tennis	Bball	Bad	Athletics	Rounders	Cricket
Year 7												
Year 8												
Year 9												

Physical Education @ DHS

PE Examinations

To prepare students for the possibility of studying GCSE PE and to reflect upon their learning throughout the year, each year group sit a written examination within PE, during the formal examination week. To help students prepare for their examination the following revision sheets will be available before each exam:

Health Related Fitness	Skill Related Fitness
Cardiovascular Fitness	Agility
Flexibility	Balance
Body Composition	Speed
Muscular Strength	Reaction Time
Muscular Endurance	Co-ordination
	Power

Methods of training

These are various ways in which we can train and you have covered them in your fitness lessons this year. Learn what each of them means.

Circuit Fartlek Interval Continuous Weights

Benefits of taking part in Physical Activity

Mental, social & physical reasons – there are more than these examples below!

Mental: to relieve stress. **Social**: to meet friends. **Physical**: to lose weight

Bones and Muscles

Learn where these are on the human body so you can label a diagram.

Bones: Femur Patella Cranium Pelvis Clavicle Ribs Humerus Radius Ulna Tibia Fibula Sternum Phalanges Tarsals Carpals Metacarpals Metatarsals Scapula

Muscles: Gastrocnemius Pectorals Gluteals Biceps Triceps Quadriceps Trapezius Abdominals Deltoid Latissimus-Dorsi Hamstrings

Fitness Testing

These tests are linked to the health and skill terms above – which tests are matched with which skill/health term?

E.g. Standing stork test = BALANCE

Standing Stork Test, 30m Sprint Test, Ruler Drop Test, Harvard Step Test,
Standing Broad Jump Test, Hand grip strength, 3 ball juggle & Coopers 12 min run.

Rewards

Commendations and Merits: Lower School

Lower school (Year 7, 8 and 9)

Bronze certificate	20 commendations or more
Silver certificate	35 commendations or more
Gold certificate	50 commendations or more
Platinum certificate	75 commendations or more

Students are presented with certificates by the Head of Year at termly Achievement Assemblies. All students who achieve a GOLD certificates will be entered in a prize draw for an iPod Shuffle.

Commendations are recorded in your log book and can be awarded for the following:

Academic Achievement

- 5 Credits in one subject - logged in a student's exercise book by the subject teacher.
- One outstanding piece of work in a subject – assigned by classroom teacher.
- Progress made in Interim Reports and Full School Reports – assigned by Form Tutor.

Behaviour and Attitude

- No negative or critical notes in Log Books throughout a Half Term – assigned by Form Tutor.
- Improved behaviour over a Half Term – assigned by Head of Year or Form Tutor.

Attendance and Punctuality

- 100% attendance throughout a Half Term – assigned by Form Tutor.

Contribution to the School Community

- Representing the school in any way, eg sports teams, music groups, chess - assigned by the organiser of the event.
- Participating in school assemblies – assigned by the Senior Leadership Team (SLT).
- Helping at Parent/Carer Evenings – assigned by SLT.
- Involvement in School Council or Peer Mentoring – assigned by the Pastoral Assistant and relevant member of SLT.
- Regular attendance at Extra-curricular Clubs – assigned by club leader.
- Involvement in House Activities – assigned by Form Tutor or School Sport Coordinator.

Record of achievement

Use this page to keep a brief note of anything you do during the year of which you feel proud. Things that could be reported here are certificates gained, eg for music, swimming, emergency aid; success in competitions or sports, playing sports for the school or other team, achieving a personal best in athletics, taking part in a performance, raising funds for charity, gaining an award at Scouts or Guides, etc.

It is your record and it's up to you what to put in. At the end of the year you can remove this page and keep it safe to use when writing your CV in PSHEe in Year 9 and again prior to leaving school in Year 11.

Date	**Achievement (within or beyond school)**

Record of achievement

Use this page to keep a brief note of anything you do during the year of which you feel proud. Things that could be reported here are certificates gained, eg for music, swimming, emergency aid; success in competitions or sports, playing sports for the school or other team, achieving a personal best in athletics, taking part in a performance, raising funds for charity, gaining an award at Scouts or Guides, etc.

It is your record and it's up to you what to put in. At the end of the year you can remove this page and keep it safe to use when writing your CV in PSHEe in Year 9 and again prior to leaving school in Year 11.

Date	Achievement (within or beyond school)

Lower school Commendations

1

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

2

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

3

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

4

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

5

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

6

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

Lower school Commendations

7

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

8

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

9

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

10

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

11

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

12

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

Lower school Commendations

13

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

14

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

15

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

16

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

17

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

18

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

Lower school Commendations

19

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

20

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

21

Subject _____

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23

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24

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Date _____

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Lower school Commendations

25

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26

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Lower school Commendations

31

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Lower school Commendations

37

Subject _____

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Lower school Commendations

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Subject _____

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Lower school Commendations

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Lower school Commendations

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Subject _____

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Lower school Commendations

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64

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

65

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

66

Subject _____

Reason _____

Signed _____

Date _____

Parent/Carer _____

The Debenham Award: Upper School

The Debenham Award aims to encourage consistency of achievement across of range of subjects and broader achievements of the school. Good academic work, attendance, extracurricular engagement and good conduct will all be needed to achieve each stage of the award.

Rewards will be given for:

Subject Commendations

- Exceptional performance above Goal grade in a milestone or End of Unit test
- Additional work on an extended project
- 5 credits in the subjects that award them in the Upper School
- Where a teacher feels a sustained effort has been demonstrated.

Attendance Commendations

Awarded every half-term by Form Tutors if attendance of 98% or above is achieved.

Behaviour Commendations

Awarded every half-term by Form Tutors if no comments about poor behaviour, homework or equipment obtained.

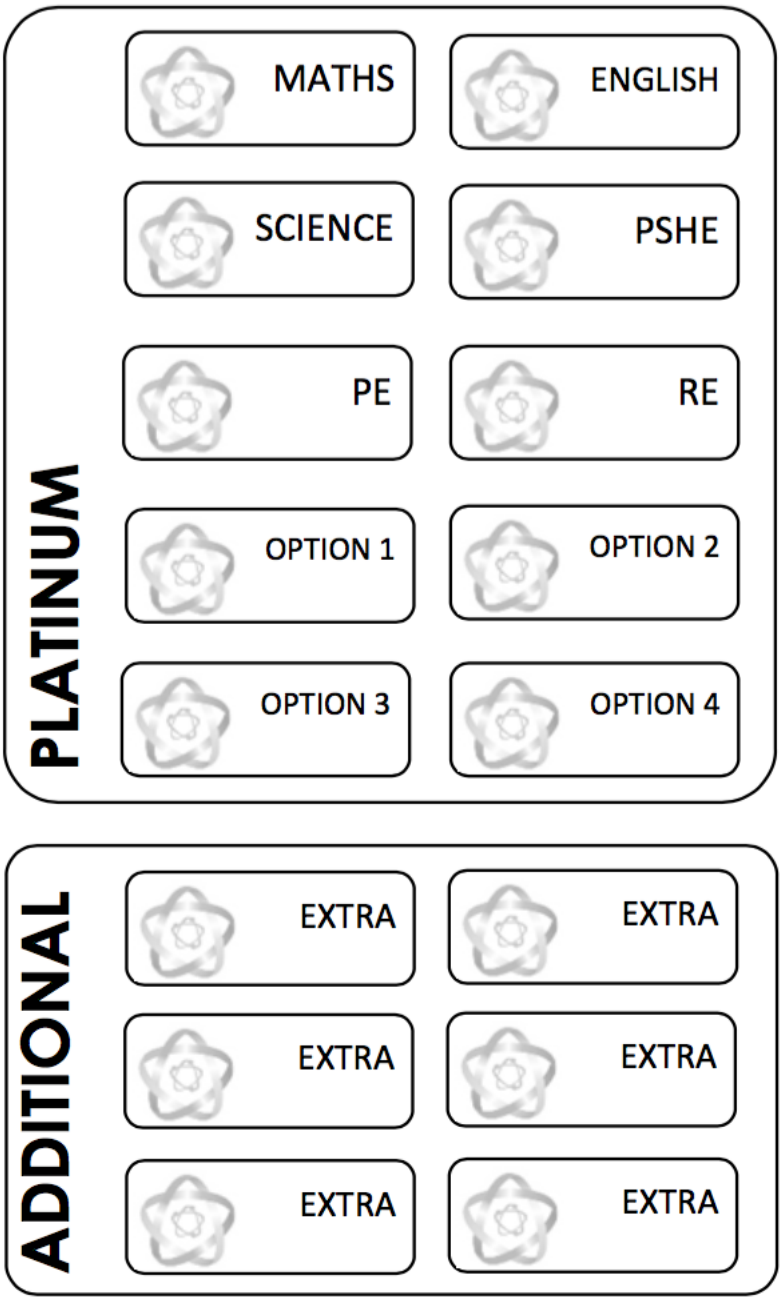
Extracurricular Commendations

Awarded by staff for regularly attending a club or catch-up session, helping at Open Evening, participating in a school play or concert or representing the school in a sports event.

Debenham High School KS4 Award

Bronze, Silver & Gold

	Subject	Attendance	Behaviour	Extra curricular	Award achieved
Bronze	SUBJECT SUBJECT SUBJECT SUBJECT	A	B	EC	BRONZE
Silver	SUBJECT SUBJECT SUBJECT SUBJECT	A	B	EC	SILVER
Gold	SUBJECT SUBJECT SUBJECT SUBJECT	A	B	EC	GOLD



To achieve the Platinum Award students must have obtained a commendation in every subject that they take as well as the broader achievement areas.

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Important information

Important Information A to Z

The following contents are presented in an A to Z style for ease of reference and we hope will give you information on some key aspects of life in Debenham High School. If you have any queries with regard to any information enclosed or if there is anything that you want to know that we have missed out, please do not hesitate to contact us.

Absence from School

All absence from school must be reported, either in the Log Book or by letter or by a telephone call to 01728 860213.

Absences may be authorised by the school in the following circumstances:

1. Educational visit / School trip
2. Exclusion
3. Annual family holiday (maximum 10 days per academic year, only if agreed in advance; please see Attendance Policy on the school website for details)
4. Interview, eg with prospective employer or new school
5. Illness
6. Medical / dental appointment
7. Sporting activity (approved by school)
8. Work experience
9. Funeral of close family members
10. Day of religious observance (Headteacher to be informed in advance).

The school strongly discourages parents/carers from taking their children out of school for a holiday, especially during Years 10 and 11 as GCSE coursework is undertaken throughout these years. Family holidays should, wherever possible, be taken during school holidays. If, in exceptional circumstances, you need to request permission for your child to accompany you on an annual family holiday during term time, you should complete and return a holiday application form, which is available on our website, at least SIX weeks in advance of the holiday. The form must be accompanied by a letter clearly stating the reason why the holiday cannot be undertaken in school holiday time. Financial/economic reasons, availability of accommodation, ease of travel are not considered acceptable reasons to grant leave of absence. See Attendance Policy on our website for further details.

Bullying

Bullying is unacceptable and is not tolerated at Debenham High School. It is important that, if started, it is quickly stopped. If you are being bullied or you know that someone else is being bullied the best thing is to tell someone. All teachers are prepared to listen sympathetically. If you do not feel able to speak directly to a teacher you may post a note or a bullying report form (available from the rack near the School Office) through the letter box of the Upper School Pastoral Office, or send a confidential Email to the school bullying website at: **www.debenhamhigh.co.uk/pupils/bullying**

Bullying can take different forms, and is often directed at a certain individual because of his/her race, religion, gender, sexuality, disability or culture. This type of discrimination is an example of prejudice related bullying and it is important that it is reported to the Pastoral Team in one of the ways detailed above.

Change of Contact Details

The School Office must be informed immediately of ANY change of address, contact telephone number (including mobile) and e-mail address. Ask at the Office for a Data Collection Sheet.

Equality & Diversity
Debenham High School is committed to the elimination of unlawful prejudice related discrimination and to the promotion of equality for all, including race, gender, disability, sexuality, culture & religion. Diversity is valued within this school. Our Equality policies and schemes are available on the school website.

Health and Safety
Pupils, in accordance with their age and aptitude, are expected to:
1. Exercise personal responsibility for the health and safety of themselves and others.
2. Observe standards of dress consistent with safety and hygiene.
3. Observe all health and safety rules of the school and in particular the instructions of staff given in an emergency.
4. Use and not wilfully misuse, neglect or interfere with items provided for pupils' health and safety
5. Not bring food into school which contain nuts.

House System
There are five houses – Da Vinci (White), Owens (Gold), Curie (Green), Nelson (Blue) and Austen (Purple)

Pupils are usually placed into a House based on their Tutor Group.
C – Da Vinci; D – Owens; E – Austen; F – Nelson and G – Curie.

House competitions in numerous sporting events are held each year; including netball, football, cross-country, hockey and athletics (Sports Day). In addition there will be non-sporting activities taking place during lessons throughout the year.

Commendations awarded to pupils also count towards the final House Competition.

Illness and Accidents
If you feel unwell or have an accident you MUST tell a teacher straight away. Normally you will be sent to the School Office where a trained First Aider will take care of you. If you are too ill to remain at school or if hospital treatment is necessary your parent/carer will be contacted to make suitable arrangements. PUPILS MUST NOT CONTACT PARENTS/CARERS THEMSELVES.

The Medical Room is not to be used without the prior knowledge of office staff. If you need to be in the medical room you must report to the office to be signed in.

Learning Platform and use of the internet - pupil rules

1. Both the Internet access and the Learning Platform provided by the school are an additional learning resource and all use should be of an educational nature.
2. The computer equipment provided by the school should be treated with respect and not tampered with.
3. Parent/Carer permission is required for in-school Internet use and it is assumed that both parents/carers and pupils will honour the agreement forms they have signed.
4. In order to protect themselves and others, students should never reveal their complete name, address or any other personal information, including photographs, which might identify them on the Internet.
5. When using e-mail, forums, blogs, messaging facilities and web space provided by the school, students are to communicate with respect for others. They are ambassadors for the school and should observe the standards expected within school. They should avoid including material that may cause offence or nuisance to any person and should immediately report any similar material received by them.
6. Pupils cannot assume that information found on the Internet/Learning Platform is necessarily correct and should check the validity of the information or the site with a member of staff before using it in their work.
7. Pupils should not actively seek unsavoury material on the Internet or via email, and should report any they find to a member of staff immediately.

Failure to comply with these rules is likely to result in the following measures (although more serious offences will be treated with appropriate severity):

First Offence:
Letter home and a ban from the Computer Room at lunch times and from Internet use for up to half a term.

Second Offence:
Letter home, ban for half a term and internal suspension.

Third Offence:
Letter home, fixed term exclusion.

Persistent Offenders will be considered for permanent exclusion.

Leaving the school site
You will normally only be allowed to leave the site at lunchtime if you have a written request from your parent/carer in your Log Book for you to go to your own home for lunch. Notes must be dated and signed by your parent/carer and then presented to a member of SLT to countersign. You must sign out at the School Office before you leave. When you return to the school for afternoon registration you must report to the School Office to sign in.

Pupils may only go to the Leisure Centre for a school-organised activity.

Under NO CIRCUMSTANCES should you leave the school site or go home without permission.

Lost Property
Lost property should be handed in to the School Office without delay. If you lose something please enquire at the School Office. Items should not be left in the PE changing rooms. Please ask a member of the PE department for assistance if you lose PE kit. All uniform must be named.

Medicines
If you suffer from any ongoing condition such as asthma, or an allergy, please let the school know so that we may be prepared. Medical forms, available from the school office, outline the procedure to be followed if your parent/carer wishes you to be given prescription medication during school hours. This form also needs to be filled in if you suffer from headaches or migraine and your parent/carer wishes you to have access to specific medication. A responsible adult must bring the medication in to the School Office in a secure container clearly marked with your name. The medication will be locked away and issued as prescribed. Should you need to carry your own medicine whilst in school a Medical form must be completed by your parent/carer.

It is against school policy to dispense pills for headaches without permission from home. Your parent/carer should notify the school office should they wish you to be allowed to take Paracetamol.

Peer Mentoring
Pupils from Years 9, 10 & 11 have been trained to be Peer Mentors. Peer Mentors are pupils who are willing to support and help other pupils in many different areas in school. They are easily identified by the badge they wear. Peer Mentors are always out and about at break and lunch times. If you would like help from a Peer Mentor or just a chat, let Mrs Gridley or your Form Tutor or Head of Year know. More information is available on the Peer Mentor Notice Board in the Covered Way.

Safeguarding Children (Keeping children safe and child protection)
Debenham High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, governors, visitors and volunteers to share this commitment. Our safeguarding policy is available on the school website.

Severe Weather
In the event of severe weather information about the possible closure of the School will be sent to parents via email and text message. It will also be placed on the school website, broadcast on Radio Suffolk and can also be seen on the Suffolk County Council Website. A message will be left on the school answering service.

Signing in/late arrival
If you arrive late for school you must always report to the School Office to sign in. At all other times the front entrance is for staff and visitors' use only. Except when the security gates are locked, pupils must use the entrance in the covered way

Signing Out/medical appointments
It is best to make medical appointments outside school hours. If you must leave school during the day you must have a note from your parent/carer in your Log Book, ask your Form Tutor to sign it, then show it at the School Office when you sign out. Office staff will not permit you to leave school unless you have a signed note in your Log Book.

Appointments for Parent/Carer Consultation evening

Instructions to pupils:
Please leave at least ONE five minute gap between appointments.
Do not leave large gaps between appointments otherwise parents/carers will have to wait around for a long time.

5.00	6.25
5.05	6.30
5.10	6.35
5.15	6.40
5.20	6.45
5.25	6.50
5.30	6.55
5.35	7.00
5.40	7.05
5.45	7.10
5.50	7.15
5.55	7.20
6.00	7.25
6.05	7.30
6.10	7.35
6.15	7.40
6.20	

Key dates

AUTUMN TERM
4 September, 5 September 2017 - Staff training days
6 September 2017 – 15 December 2017
(Half Term – 23 October to 27 October)

SPRING TERM
3 January - Staff training day
4 January 2018 – 29 March 2018
(Half Term – 12 – 16 February 2018)

SUMMER TERM
16 April 2018 - Staff training day
17 April 2018 – 25 July 2018
Monday 7 May - Bank Holiday
(Half Term – 28 May – 1 June 2018)

Parent/Carer Evenings
Students should make appointments between 5.00pm – 7.40pm

Year 7	17 January 2018
Year 8	14 March 2018
Year 9	5 December 2017
Year 10	8 February 2018
Year 11	1 November 2017

Year	Autumn Term	Spring Term	Summer Term
7	Interim 14 December 2017	Interim 27 March 2018	Annual 18 July 2018
8	Interim 30 November 2017	Interim 9 March 2018	Annual 17 July 2018
9	Interim 29 November 2017	Annual 7 March 2018	Interim 6 July 2018
10	Interim 15 November 2017	Interim 16 March 2018	Annual 16 May 2018
11	Interim 19 October 2017	Annual 2 February 2018	

Contacting us

Senior staff

Headteacher:	Miss J Upton
Deputy Headteacher:	Mr S Martin
Assistant Headteacher:	Mrs L Ramsay
Assistant Headteacher:	Miss S McBurney
School Business Manager:	Mrs T Wilmott
Head of Year 7:	Mrs J Jude
Head of Year 8:	Mr D Yaroslaw
Head of Year 9:	Mr D McMillan
Head of Year 10:	Mrs C Thomas
Head of Year 11:	Mr S Trevorrow
Head of Design and Technology:	Miss J Newman
Head of English:	Mrs J Farrow
Head of Geography:	Mrs J Wilson/Mrs L Farrell
Head of History:	Mr A Dubberley
Head of Languages:	Mrs S Halford-Thompson
Head of Mathematics:	Mrs N Coe
Head of PE:	Mr N Mitchell
Head of Science:	Mr S Rockett
Head of Special Educational Needs:	Mrs A Scott

Form Tutors

Year 7

7C	Ms V Sandall
7D	Mr C Hadwen
7E	Mr Geronimo
7F	Miss B Moreau
7G	Mr S Rinaldi

Year 8

8C	Mr P Hanraads
8D	Mrs N Coe
8E	Miss K Saunders
8F	Miss E Stebbings
8G	Mr K Tapscott

Year 9

9C	Miss Newman
9D	Mr B Molton
9E	Mrs G Wilkinson
9F	Mrs A Leost
9G	Mr M Hardcastle

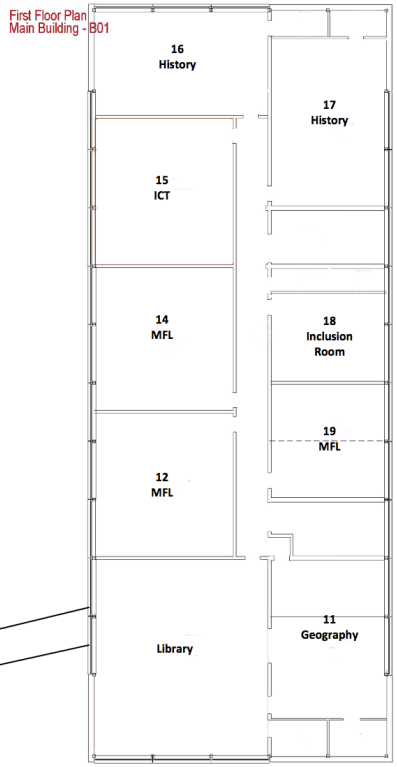
Year 10

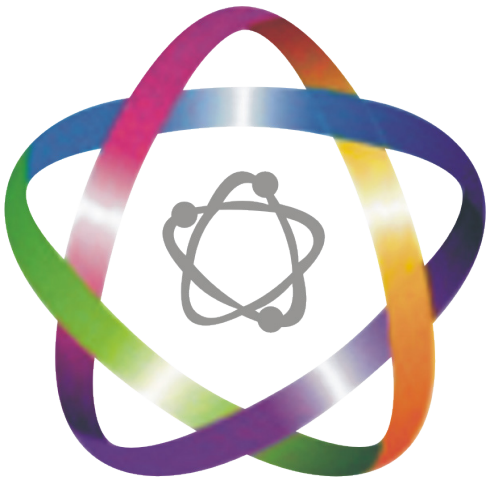
10C	Mr K Cook
10D	Mrs L Farrall
10E	Mr S Phaup
10F	Mr N Mitchell
10G	Mrs R Cane

Year 11

11C	Mr A Dubberley
11D	Mrs L Carr
11E	Mr S Rockett
11F	Mrs J Farrow
11G	Mrs Halford-Thompson

Ground Floor
41 Music
42 Science
40 Maths
43 Maths
24 Science
Girls Toilets
Boys Toilets
25 Science
23 Science
26 Maths
Prep Room
27 Maths
22 Science
Covered Way
21 Science
20 ICT
32 Small Classroom
31 English
30 English
7 Art
Girls Changing
Boys Changing
PE Office
8 Textiles
9 ICT
10 RM/Graphics
DT Store
Boiler Room
6 Art
Exams Office
Year Heads 10,11
Boys Toilets
5 Geography
4 Maths
Memorial Garden
Main Hall
Dining Hall
3 RE
2 English
1 Food Tech
Large Meeting Room
Assistant Head
Girls Toilets
Accessible Toilets
Kitchen
Medical Room
Assistant Head
Deputy Head
Careers
Year Heads 7,8,9
Caretaker
Staffroom
Finance
Reception
Network Office
Small Meeting Room
Repro-graphics
Staff Work Room
Conference Room
Head Teacher
Main Entrance


First Floor Plan
Main Building - B01
16 History
17 History
15 ICT
14 MFL
18 Inclusion Room
19 MFL
12 MFL
11 Geography
Library
Boulter Room
Staff Workroom
33 English
34 English



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Web Site: www.debenhamhigh.co.uk