

Family Handbook

A parents guide to
Aldercar High School
2022 - 2023



School Ready – Life Ready



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HEADTEACHER'S WELCOME

The staff, governors and students of Aldercar High School and Post-16 Centre extend a warm welcome to you. We are a rapidly improving school having seen recent improvements in the academic achievements of our pupils and being confirmed as 'Good' by Ofsted in their latest visit.

We challenge our students to have high expectations of themselves throughout their school life. Good attendance and punctuality, as well as working hard and to the best of their ability, are key to their academic success. Being respectful, courteous and disciplined allows our students to develop into responsible members of both our school and their local community.

Aldercar High School is a happy and harmonious school where students are cared for well. They feel safe and their teachers nurture their talents. Staff have strong relationships with parents so that students can be best supported to achieve their very best.

We aim for all of our students to leave Aldercar High School with the qualifications that reflect their very best ability as well as have the social confidence to make a real impact on their world whatever their talents.

We have created this Family Handbook to bring together the key information and advice covering all aspects of school life. We hope you find it useful when your child joins our school but also as a reminder throughout their time with us.

Clare Hatto
Head Teacher





‘Pupils are well prepared for the next stage of their education. The proportion of pupils entering sustained education, employment or training at the end of Year 11 is above the national average.’

MISSION STATEMENT AND EXPECTATIONS

School Ready – Life Ready

Our aim is to ensure all students are ‘life ready’ by having access to core knowledge and skills that will challenge and inspire. We will equip all pupils to become independent adults who demonstrate positive moral attributes, preparing them for a fulfilling life that includes further education, university or employment.

We expect:

School Ready



All pupils to have **high expectations**, to **aspire**, be prepared to **participate**, be **equipped** and follow instructions.

Life Ready



All pupils to be **responsible**, to contribute to the community, actively **engage** in school life and **challenge** themselves to become **dynamic** global citizens.

Our charters below outline our expectations in order to maintain our high standards of education at Aldercar High School and ensure the success of every child. These will form the basis of the Home – School Agreement that all stakeholders will agree to, you will receive a copy of this agreement in September and will be expected to return this to school. We thank you in advance for your support in this manner as these charters ensure all pupils and parents are aware of the expectations when attending Aldercar High School.

STUDENT CHARTER

 School Ready - Life Ready 	Attend school every day and on time. Arrive prepared and equipped for all lessons and in the correct uniform.
	Participate with all aspects of school life and behave in a respectful manner to all staff and students. Take part in extra curricular clubs, activities and educational school trips.
	Have high expectations of themselves and others, push themselves continually to improve in all aspects of school life. Demonstrate resilience by working hard to overcome barriers in school work and in life.
	Actively engage with all aspects of learning. Challenge themselves, never give up and ask for help if needed.
	Take full responsibility for all actions, behaviour and language. Champion all members of the classroom community and respect the school environment.

PARENT CHARTER

 School Ready - Life Ready 	Ensure your child attends school on time every day. They wear the correct uniform, are equipped and understand the school’s expectations.
	Participate in parents’ evenings and school events, both face to face and virtual. Demonstrate respect and support for staff.
	Have consistently high expectations of your child and challenge them to be the best version of themselves.
	Actively engage with all aspects of your child’s learning, especially reading, revision and homework. Work collaboratively with the school to celebrate praise and support sanctions.
	Communicate any change of personal details with school. Promote your child’s healthy lifestyle including diet, sleep and a responsible use of social media.

SCHOOL LEADERS

Senior Leadership Team

Mrs C Hatto	Headteacher
Mr L Parry	Deputy Headteacher
Mrs J Powdrill	Assistant Headteacher – Attendance and Behaviour
Mr G Nisbet	Assistant Headteacher – Teaching and Learning
Miss S Murray	Assistant Headteacher – Personal Development

Faculty Leaders

Mr T Cowdrey	Head of Faculty for English
Mrs L Fletcher	Head of Faculty for Maths
Mr H Waite	Head of Faculty for Science
Mrs M Sullivan	Head of Faculty for Humanities and Information Technology
Mr M Briggs	Head of Faculty for Sport and Healthy Living
Mr A Goddard	Head of Faculty for Creative and Performing Arts
Mrs A Jepson	Head of Faculty for Languages
Mrs K Temple	Head of Special Educational Needs

Pastoral Managers

Mrs G Jeffreys	Year 7
Mr L Gilhooly	Year 8
Mrs E Larkin	Year 9
Mr P Aplin	Year 10
Mrs L Bennett	Year 11
Ms F Cracknell	Head of Post-16
Mrs C Brighton	Deputy Head of Post-16

THE SCHOOL WEEK

Aldercar High School runs on a 2 week timetable – Week A and Week B. Your child will have a slightly different timetable depending on which week it is. This sounds confusing but students adapt quickly and Year 7 will be given extra help to work this out.

THE SCHOOL DAY

Every day has the same timings as set out below. However, Year 7 and Year 10 have different break and lunchtimes to the rest of the school to give more space for pupils to play and also ease food queues for everyone.

Year 7 and Year 10

Time	Schedule
8.25	Tutor Time
8.55	Lesson 1
9.55	Break
10.15	Lesson 2
11.15	Lesson 3
12.15	Lunch
12.55	Lesson 4
1.55	Lesson 5
2.55	End of School Day

Year 8, 9 and 11

Time	Schedule
8.25	Tutor Time
8.55	Lesson 1
9.55	Lesson 2
10.55	Break
11.15	Lesson 3
12.15	Lesson 4
1.15	Lunch
1.55	Lesson 5
2.55	End of School Day

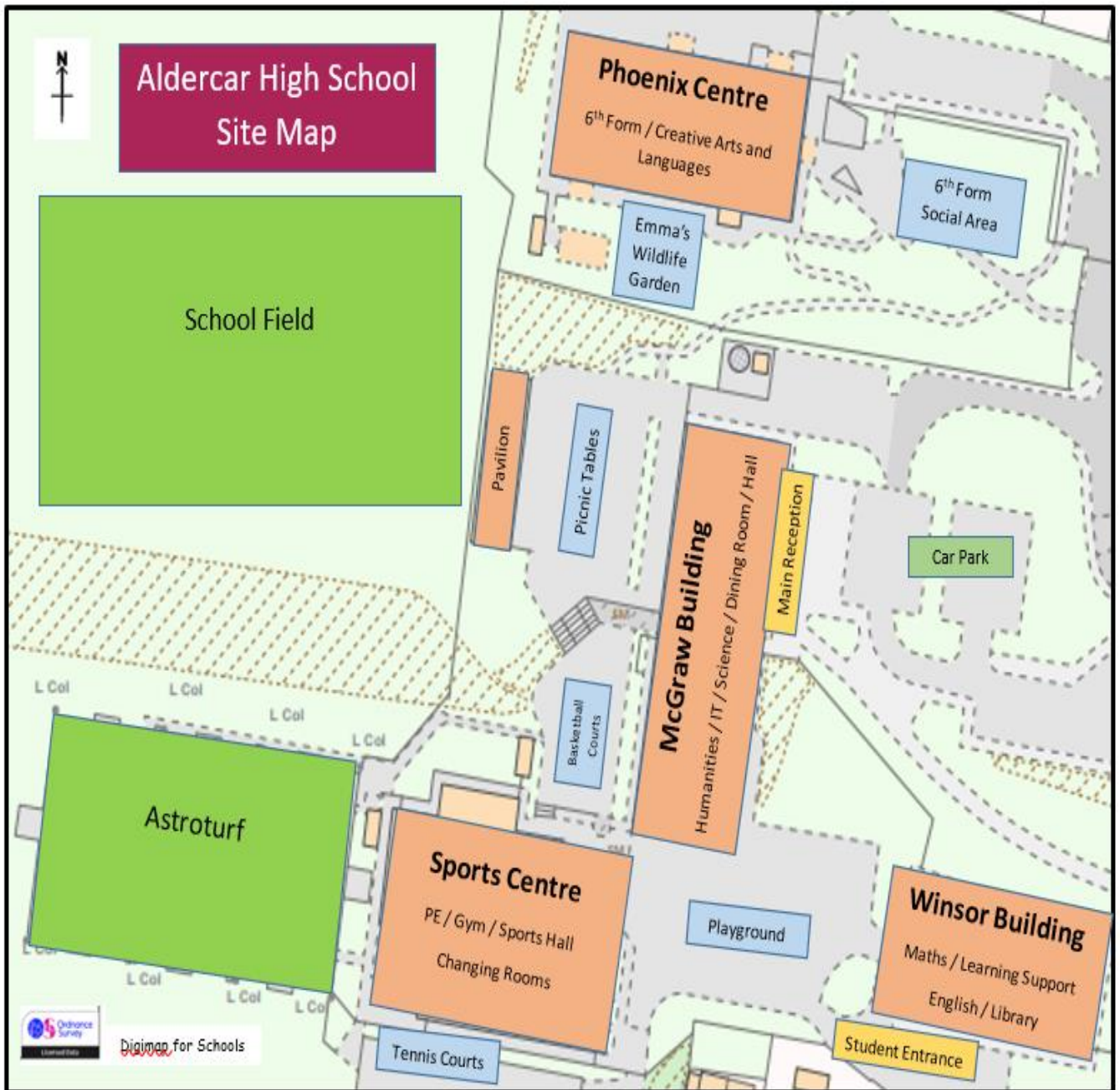
BEFORE AND AFTER SCHOOL

School is open to students from 8am but if students arrive this early they must wait in the dining room only.

After school, there are a number of Extra Curricular Activities available as optional experiences students may attend. Activities range from access to PE and study space facilities to a wide range of curriculum and personal interest clubs all advertised through the Daily ECHO, our electronic noticeboard in tutor time.

Detentions are also after school for 30 minutes in subject departments for homework or with our pastoral team for behaviour.

School trips may require an earlier drop off or pick up time but these are communicated to parents as and when required.



SITE FACILITIES FOR PUBLIC USE

We are pleased to offer electric vehicle recharging facilities on our school site. At the front entrance of our school there are two charging stations available for public use. The electricity is recharged on a not-for-profit basis.

If you would like to hire any of our fantastic facilities please log on to <https://www.schoolsplus.co.uk/aldercar/> where a full description and pricelist for all of our available facilities is shown.

TERM AND HOLIDAY DATES 2022 - 2023

Half Term 1 - 1 September 2022 to 21 October 2022

Half Term 2 - 31 October 2022 to 22 December 2022

Half Term 3 - 9 January 2023 to 17 February 2023

Half Term 4 - 27 February 2023 to 31 March 2023

Half Term 5 - 17 April 2023 to 26 May 2023 (1 May 2023 is a bank holiday)

Half Term 6 - 5 June 2023 to 21 July 2023

Training Days

School closed for pupils:

Thursday 1st September 22

Friday 30th September 22

Friday 2nd Dec 22

Friday 23rd June 23

Monday 26th June 23

Section 1: Excellence in Learning



OUR CURRICULUM INTENT

- To build a curriculum model that ensures that every pupil particularly the disadvantaged achieve the basics. We do this by having a broad curriculum, offering lots of choice and having high expectations of pupil's option choices. The school has a culture that reading, writing and oracy is promoted at every opportunity.
- To ensure that every pupil receives the best quality support with their personal, health and social education.
- To allow pupils who are below the expected level in both and English and Maths additional opportunities to extend their literacy and numeracy skills through the bacallaureate subjects.
- To ensure every pupil has the opportunity to increase their reading age and have a planned opportunity to extend their love of reading in school.
- To have high aspirations in the knowledge and skills that is taught so that the most talented pupils are extended whilst scaffolding for students with pupils with lower abilities to achieve throughout the sequencing of our curriculum and lessons.
- To remove barriers and stigmas to pupils learning which will enable every pupil to progress despite the disadvantages or special educational needs that they may have or develop.
- To never miss an opportunity to extend the curriculum by providing a wider range of learning opportunities in each subject. These cultural capital opportunities may take place in and out of school both as extra-curricular extension to subjects or through rewards and our Duke of Edinburgh scheme.
- To assess pupils progression through the curriculum at stages which ensures that the assessment is accurate and is used effectively to inform planning.
- Our Careers and options programme along with our promotion of independence and responsibility through our curriculum is used to make sure pupils are life ready.
- Our curriculum is reviewed regularly by leaders and teachers to ensure it is promoting our vision of school ready – life ready.

In KS3 'the broad and balanced curriculum provides pupils with the opportunity to build core knowledge and deepen their understanding'.

OFSTED 2019

CURRICULUM OVERVIEW

At Aldercar High School, our curriculum reflects an understanding of our community and provides a broad and balanced range of subjects. These allow our students to succeed, as well as enjoy their studies. Our curriculum meets the needs of a truly comprehensive intake. It allows our students to study the courses of highly academic Oxbridge students whilst supporting others with life and learning skills.

At Key Stage 3, students follow the national curriculum. Students will study:

- Art
- Design and Technology
- English
- Geography
- History
- ICT
- Mathematics
- Music
- Performing Arts
- Physical Education
- Philosophy and Ethics
- Science
- Spanish
- PSHE

Towards the end of Key Stage 3, we work closely with both our students and their parents when guiding them through their options for study at Key Stage 4 and beyond.

At Key Stage 4, there is a core of compulsory subjects, which all students continue to study:

- English Language
- English Literature
- Mathematics
- Physical Education (non-examined)
- Philosophy and Ethics
- Triple Science

Students then have the opportunity to select subjects from the following options:

- Art (GCSE and BTEC)
- Catering (GCSE)
- Computer Science (GCSE)
- Engineering (BTEC)
- Geography (GCSE)
- Health and Social Care (BTEC)
- History (GCSE)
- Performing Arts (BTEC)
- Product Design (GCSE)
- Sport (BTEC)
- Spanish (GCSE)

We endeavour to ensure that every student has the opportunity to be entered for the English Baccalaureate.

All students at Aldercar High School study the following subjects in lessons, tutor time, assemblies and through cross-curricular links.

- British Values
- Personal, Social and Health Education (PSHE)
- Spiritual, Moral, Social and Cultural Education (SMSC)
- Career Guidance



ASSESSMENT AND FEEDBACK

Assessment is used to find out how much students are learning, so that teachers can adapt their teaching accordingly.

Students are frequently assessed through low-stakes questioning, quizzes, performances, peer assessment and other strategies, so that progress may be assessed against success criteria.

Formal assessments such as end of topic tests or exam style longer questions are stored in specific Assessment Books that students keep from Year 7 to Year 11 for each subject area. These are marked more deeply than general class books. Students receive strength comments, improvement targets and, very importantly, time to complete these improvements in their next lesson.

Data about the progress of each student will be taken twice a year. This will be a judgement about how your child has progressed in each subject with reference to their starting points at KS3.

At KS4 this will judge the progress of your child against exam criteria to produce a predicted grade. This will be reported to parents twice per year.

Parents Evenings:

- Year 7: One parents evening per year as well as a tutor review meeting in the Autumn term to see how students have settled in to school life.
- Year 8: One parents evening per year as well as a tutor review meeting in the Autumn term to see how students have settled in to the new school year.
- Year 9: One parents evening, as well as a tutor review meeting in the Autumn term to see how students have settled in to the new school year. Additionally parents and students will be invited to attend an options evening in the Winter term to discuss suitability for the different GCSE and BTEch courses.
- Year 10: One parents evening per year as well as a tutor review meeting in the Autumn term to see how students have settled in to their chosen GCSE and BTEch courses.
- Year 11: One parents evening per year as well as a tutor review meeting in the Autumn term to see how students have settled in to the new school year. Additionally there will be a parents revision evening to provide parents with the tools to help students revise effectively.
- Year 12: One parents evening per year as well as a tutor review meeting in the Autumn term to see how students have settled in to their chosen courses.
- Year 13: One parents evening per year as well as a tutor review meeting in the Autumn term to see how students have settled in to the new school year.

REPORTING HOME



The attainment results detailed represent students' performance in each subject during the Year 7 - 1 Current Predicted Grade (CPG) data collection. The 'Baseline Order' and 'Effort Grade Descriptor' for each subject are also provided. Detailed overleaf is the 'Effort Grade Descriptor Guide'.

	Y7 Baseline	Y7 Current Predicted Grade	Y7 Effort Grade
English			
Maths			
Science			
History			
Geography			
Spanish			
Philosophy and Ethics			
ICT			
Technology (Rotation)			
Art (Rotation)			
Drama (Rotation)			
Music (Rotation)			
PE (BTEC Grade)			

Baseline Order
Above Expected
At Expected
Working Towards Expected
Emerging

Attendance to 18/02/2022- <<PercentageAttendance>>%
 Total possible session = <<PossibleSessions>> Unauthorised absence sessions = <<UnauthorisedAbsences>>

Blank cells may be due to; subject rotations (where the student has not studied this subject during this collection period), student or staff absence or students undertaking additional lessons in other subjects, therefore there is no attainment level to report.

At Aldercar High School we are continually monitoring students' achievements and capabilities, and we are committed to ensuring every student achieves their full potential in all subject areas. If you would like to discuss any of the above results, particularly how to improve attainment level performance, please do not hesitate to contact the relevant member of staff.

ALDERCAR HIGH SCHOOL – KS3 TO KS5 EFFORT GRADE DESCRIPTORS GUIDE

Grade	Descriptor	Effort	Homework	Behaviour for Learning
A	Excellent	Exemplary: fully prepared, committed and working to best of their ability in every lesson. Regularly volunteers constructive contributions in class. Takes lesson content further and shows initiative.	Completes all homework on time, frequently producing work of exceptional and exemplary quality to maximum ability.	Exemplary: fully focused, attentive and cooperative at all times, helping fellow students to learn and staff to teach. Takes an active and appropriate part in all class activities. Organised and fully engaged in lessons.
B	Very Good	Tries hard in the lesson. Contributes to class/group discussion. Follows instructions willingly and thoroughly. Always ready to learn, including having the correct books and equipment.	Completes homework on time to a good standard, appropriate to ability.	Good levels of focus, attention and cooperation in class. Positive and helpful in lessons. Organised and engaged in lessons.
C	Good	Good effort in lessons, making some positive contributions. Correct equipment in lessons.	Completes homework to a good standard the majority of the time.	Generally on task in lessons, demonstrating a largely positive attitude.
D	Needs Improving	Usually engages in the lesson but needs reminding to keep on task and rarely gives maximum effort. Usually willing and ready to learn but sometimes unprepared, e.g. forgetting books/equipment.	Usually completed but not always on time. Evidence of work being rushed, lacking development and not reaching the standard of which the student is capable.	Usually acceptable but sometimes behaviour can be disruptive, making it harder for students to learn and teachers to teach. Not always organised or engaged in lessons.
E	Poor	Makes little apparent effort and needs frequent reminders to stay on task. Often not willing or ready to learn, frequently forgetting books and equipment.	Homework rarely completed on time or to the standard of which the student is capable.	Regularly displays disruptive behaviour which prevents other students learning and the teacher teaching. Disrespectful towards other students and teacher.

Progress Reports:

Pupils will receive a data sheet twice a year which will report on students progress against their KS2 data.

Effort grade:

Pupils will also be graded on the effort that they put in to their classwork and homework, this will be graded on a range from A – E (see below)

HOME – SCHOOL COMMUNICATION

Form Tutor

Your child's tutor is the main person who will maintain close contact between school and home. Tutors should always be the first point of contact for parents and carers, and will also be the main person in school for the students to talk to.

Other Staff

During the school day you may find that a member of staff that you would like to talk to is busy teaching. A message can be left with the school reception during the day, and this will be passed on to the relevant person. If you would like a meeting with a member of staff, then please call the school reception to arrange a mutually convenient time.

Letters

All letters will be sent out by email and put on the school website under the parents section. Occasionally, letters may be sent home with students too.

Texting Service

Our text messaging service is used to pass important information to parents/carers and do not cost you to receive. It is important to ensure that any changes to your contact details such as email address and phone number are updated.

Website

The website contains up-to-date information regarding the school, including school policies, term dates, INSET days and much more.

Apps

Parent App is used to communicate with families. It allows you to track merits (achievement), daily attendance and timetables whilst also giving parents/carers an opportunity to update their contact details if needed. We also use School Cloud to conduct virtual parents' evenings and tutor reviews throughout the year. Information will be sent in September on how to access these apps.

Reception

We kindly ask that parents/carers do not arrive at school to see members of staff without an appointment due to teaching commitments. We have a zero tolerance policy on threatening language used within school.



Lost Property

When students start at Aldercar High School, we ask that all of their uniform and equipment is labelled to allow misplaced items to be returned to the owner. Any items of lost property found in school will be handed in at reception and then kept safe for collection.

Media, Film And Photographs

From time to time the School receives requests from the media to take photographs and/or films of school events and activities. In the majority of cases, most parents/carers are happy for their children to be photographed, with appropriate safeguards in place. Parents/carers are asked to provide permission for this.

Money

Our catering system is cashless and you can add funds through Parent Pay for you child's food. We do not accept cash. Trips and revision guides are also paid for using Parent Pay.

Car Parking

Students must enter and leave the school site from the main gate at the top of the playground on Gregory Avenue. Parents are able to drop off and collect students here but we would encourage students to walk where possible or for you to leave/meet students further away from school to reduce congestion at these busy times. Unless given special permission, parents/carers should not drive into the main school car park near reception to drop off or collect their children.

Causes For Concern

If you have any concerns you wish to discuss or report to school we would encourage you to do this as soon as possible and the appropriate member of staff will be informed for their urgent attention and investigation. Parents/carers will be kept informed of the final outcome in respect of their own child.

Leaving The School

If, for any reason, you have to withdraw your child from the school, we require the information in writing to the Headteacher at least one month before the leaving date. We also need to know which school your child is transferring to, as this enables the leaving procedures to be put in place and necessary documents drawn up. Students must attend Aldercar High School up until the day before they start their new school unless special circumstances prevent this which must be communicated to us.

Home-school Agreement

This agreement, between parents/carers and school, sets out the expectations and responsibilities on all sides of this vital working relationship. It is signed by all parties including the student themselves when they start at our school and can be referred back to whenever necessary.

HOMEWORK

- Key Stage 3 students will be set regular homework to consolidate their class learning as well as extend and challenge pupils beyond the curriculum they are studying in school. Students are also expected to read regularly preferably for at least 20 minutes every day in addition to the reading opportunities given in school time.
- Key Stage 4 students will be set regular homework tasks to help them prepare for the GCSE subject examinations they have chosen. Often this will use a resource called GCSEPod, for which they will receive a log in password. Tasks can include the setting of pods (short videos) to watch, revision cards to make, completing multiple choice quizzes or completing extended answers. The emphasis is upon building student memory skills and it also helps to develop good revision habits throughout the entire key stage.
- Key stage 5 students should be set regular homework to build upon and extend what they have been studying in the classroom. Students can be offered opportunities for 'flipped learning' to prepare for a topic in advance.
- All homework should be recorded in student planners. These can help students to manage their independent studies whilst learning valuable time management skills.
- If homework is not completed on time, teachers will set faculty detentions after school to ensure these tasks are completed. These are ran by subject teachers so that specific subject help can be given if required. However, if students are unsure of any homework task, teachers will offer support in lessons where necessary as long as we are aware before the deadline. There is also a homework club in the library at lunchtimes which offers computer access and teacher support.
- A note from a parent in the student planner to the subject teacher is a good way to communicate any unforeseen delays or difficulties meeting deadlines. Please contact your child's tutor if you have any general concerns about homework as they can offer extra help and advice if required.

PRESENTATION

Students are required to present their work with pride by adhering to the following guidelines:

- All work must have a title and date, underlined with a ruler.
- All written work must be in blue or black pen.
- Handwriting must be as neat and legible as possible.
- All work must be valued and completed to the best of ability.
- Drawings, tables and graphs must be in pencil using a ruler where necessary.
- Mistakes must be crossed out neatly with a ruled single line.
- There must be no graffiti either on or in any book.
- Key terms should be highlighted to aid revision.



‘The behaviour of pupils is good. They are polite and considerate of the feelings of other people in the school.

OFSTED 2019

UNIFORM

Uniform at Aldercar High School:

- an official black school blazer with school badge
- a clip on tie in the relevant house colour (Gregg: green; Howitt: yellow; Ormonde: red; Shipley: blue)
- official black trousers or black skirt with school badge
- plain white shirt with buttoned collar
- plain black footwear
- one plain small stud or sleeper earring per ear may be worn – no other jewellery may be worn
- Make-up, nail varnish and nail extensions are not allowed
- hairstyles must be neat and tidy. Extreme hairstyles or accessories are not permitted
- a plain grey V-neck jumper (optional)

PE uniform at Aldercar High School:

- Aldercar High School purple sports shirt
- Aldercar High School navy blue shorts / skorts
- Navy blue hockey / football socks
- Trainers

Optional items

- Navy blue cuffed track pants
- Navy blue rain jacket
- Aldercar High School rugby shirt

The Aldercar High School uniform is available direct from our supplier:

Just Schoolwear

289 Main Street, Bulwell, Nottingham, NG6 8ED

0115 9621128

just-schoolwear.co.uk



'Pupils wear their uniform with pride.'

OFSTED 2019

EQUIPMENT

In order to be ready to learn, all students are required to bring a bag to school every day. This must contain the following items:

- 2 Blue or Black Pens
- Pencil
- Pencil Sharpener
- Ruler
- Eraser
- Mathematical Instruments (pie chart scale, protractor, set square, compass and basic or scientific calculator)
- A Reading Book (can be from home or the school library)
- School Planner
- A green and red pen to complete self/peer marking and assessment improvements

The following are optional items that may be of use to students in certain lessons:

- Pencils 2B and 4B for Art and Design and 2H for Design and Technology
- Coloured Pencils
- Felt Tip Pens
- A4 Folder (suitable for taking paper or books home, without creasing or folding)
- Glue Stick

In addition, students need to bring the correct exercise books and, if appropriate their PE kit, for the day ahead. They will move to 5 different lessons each day, so it is important that they are taught at home how to be organised with any assistance reduced as your child becomes more capable.

Weekly equipment checks are part of the tutor routine and students can earn merits for having the correct equipment.

We would appreciate regular checks at home to replace lost or broken equipment as soon as possible. It is your responsibility to ensure your child has this equipment every day and is ready to learn.

OUR READING CULTURE

At Aldercar we pride ourselves in having a robust reading culture and taking every opportunity to widen our students horizons through literacy. The ability to read and comprehend texts is the biggest benchmark to student success both during and after school.

We see reading as a key indicator in developing the whole child, using books as a forum to discuss wider British values and explore sensitive and controversial issues as well as extending pupils cultural capital.

As a school we offer the following directed reading programmes.

Accelerated Reader

This is a reading program that helps teachers support and monitor children's reading practice. Your child picks a book at their own level and reads it at their own pace. When finished, your child takes a short online quiz to measure how much of the book they understood. This information is conveyed to staff to help support students in lessons.

Accelerated Reader Lessons

As part of our enhanced reading provision all pupils in Y7 – 9 will receive one period a week dedicated to accelerated reader and explicit vocabulary instruction. This will usually take place in the library and will focus on equipping pupils with the skills to access the rich curriculum on offer.

Direct Instruction

This is an intervention programme for those pupils who are reading below their chronological reading age. These pupils are taught in small groups and follow a specific programme that is designed to get them back up to their chronological reading age as soon as possible.

Thinking Reading

This is a initiative which is designed to pick up those pupils who have a reading age significantly below their chronological reading age. These pupils will have one to one sessions with a trained member of staff who will help them learn the basic phonics and decoding strategies.

DEAR Time

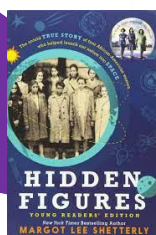
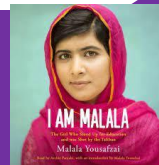
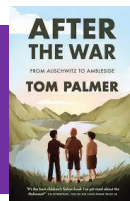
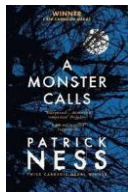
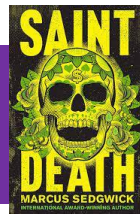
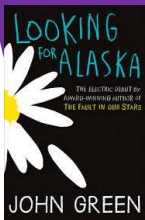
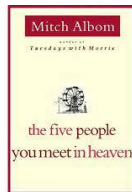
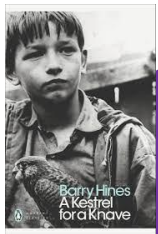
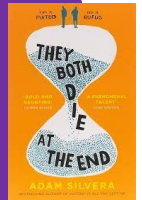
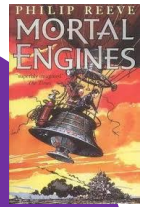
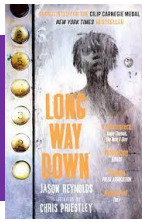
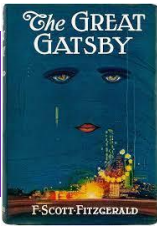
Drop Everything And Read is our daily reading programme for Years 7, 8 and 9. Pupils are encouraged to read for pleasure and will be given 20 minutes a day to 'drop everything and read' during their lesson time. This will be modelled by staff who will also be enjoying a book during this time. Once students finish their book they complete a quiz in the library and will be aided to select their next book.

Tutor Time Reading Programme

During your child's time at Aldercar High School they will take part in a tutor time reading programme where by pupils form tutors will read novels at pace to their form. This will give pupils the opportunity to enjoy a wide range of books and discuss them with their peers. Please see the reading journey which will detail which books pupils will be reading during their 5 years at school.

TUTOR TIME READING JOURNEY

Throughout students time at Aldercar High School they will read the following books in form time.



Section 2: Fostering Positive Relationships



Staying Safe

Nothing is more important to us at Aldercar High School than ensuring that every young person can learn and grow in a safe environment. Every member of our team has a statutory safeguarding duty, so students can speak to ANY member of staff about any concerns they have. Our dedicated Pastoral Managers and Family Support Worker work alongside parents to support our students and their families, to ensure that every child can enjoy safe, stable, secure environments, both at home and at school. More information are available on our website.

Attendance and Punctuality

Regular attendance helps children to get into good learning habits and to grow into trustworthy, resilient young adults. Attending school regularly and punctually is also essential if young people are to make the most of the opportunities available to them and develop personal qualities expected in the workplace. Therefore, all children are required by law to punctually attend school 190 days per year, unless there is an agreed, authorised reason why they cannot. The attendance target for all students is 100%, with a minimum expectation of 97%. This equates to missing 1 week (5 days or 25 lessons) per academic year. Students arriving late to school will be issued with a break time detention on the same day. Punctuality to lessons is monitored closely.

Absence

When a student is absent from school with no advance notice, for example because of illness, parents must telephone the school before 8am the same morning, and each subsequent morning, to inform us of the reason for absence. It is possible to leave messages on the student absence voicemail at any time prior to 8am. There is no '48-hour rule' as in some schools; students should return to school as soon as they feel better. To report an absence, parents should choose one of the following options:

- Ring the school and speak with a member of staff or leave a voicemail (01773 712477)
- Email info@aldercarhigh.co.uk

Please note that only emergency appointments for dentists, opticians and doctors should be during school hours. Routine appointments must be made out of school hours. Students cannot be taken out of school during term time except in exceptional circumstances only. If exceptional circumstances occur, parents must write to the Headteacher to request leave of absence; this must be done one month in advance. It is highly likely that the majority of requests will not meet the national guidelines for the exceptional circumstances. Unauthorised absence will result in a fixed term penalty.

The school will complete home visits to students who are not in school in order to support learning, to support families and to ensure there are no safeguarding issues that the school needs to be aware of. If a member of staff conducts a home visit it does not mean we believe there is a safeguarding concern; we are simply following our duty of care.



Tutor Time

Tutor time starts punctually at 8.25am every day and is an essential part of our curriculum. During this time, every student in Years 7-11 will:

- Read several books together with their tutor group over the year.
- Take part in House Competitions.
- Cover essential elements of our Philosophy and Ethics curriculum through 'Theme of the week'.
- Ensure they are 'School Ready' with correct uniform, equipment and all distractions away.
- Access additional intervention in literacy and numeracy where students require it.
- Complete extra PSHE or Careers Guidance activities.
- Track attendance and behaviour with rewards and intervention where required from their tutor.

Students Leaving Lessons

Students are not allowed to leave a lesson for any reason, unless there are exceptional circumstances. This is to ensure that learning is prioritised and to help our students develop good learning habits. If a teacher decides that there are exceptional circumstances, the student will be given an 'Out of Class' pass on a lanyard – so that other staff know that the student has permission to be out of lessons. Students must prioritise going to the toilet at break time as they will not be allowed during lesson.

Absconding lessons:

Any student who absconds from lesson will be given 10 minutes to return to class, if they can not be found after that 10 minutes parents will be contacted and they will be expected to attend school to look for their child.

Rewards

Part of putting 'relationships first' in our school is recognising excellent work and effort on the part of the students and taking firm action against unwanted behaviours. Our starting point is to try to 'catch young people being good' and to recognise this. We have a merit system in place, supported by our SIMS management system, which records all student merits. You are able to see these via the Parent App. Students work towards their Bronze, Silver, Gold and Platinum Awards each year. We also run a Golden Ticket reward trip each half term as well as Headteacher Commendation assemblies. However, more often than formal rewards, we want to use praise that is meaningful and specific to the individual student, in order to build intrinsic motivation; we want students to love learning for its own sake.

Sanctions

To stop students forming habits, we may also have to use sanctions, to send a clear message to the student that they haven't met the required standard. We make no apology for the following points in relation to sanctions, including detentions, internal exclusions and suspensions:

- The best kind of discipline is self-discipline. We don't want to issue any sanctions but, in order to ensure that staff are able to focus on their core job of educating and caring for young people, they are sometimes necessary.
- Decisions about when a sanction is required and what the sanction is are for staff to make. We have a C1 to C4 system as follows:


1st time student asked to correct behaviour	Verbal Warning	Not logged on SIMS
2nd time student asked to correct behaviour	C1	Logged on SIMS
3rd time student asked to correct behaviour	C2	Logged on SIMS After school detention issued. 30 mins.
4th time student asked to correct behaviour	C3	Logged on SIMS On Call-removed from class for the remainder of the lesson plus after school detention issued.
Serious breach of behaviour policy. Foul & Abusive Language to member of staff. Physical Assault Failure to follow instructions from member of staff. Bullying	C4	Logged on SIMS Serious breach of behaviour policy. Next step on behaviour ladder.

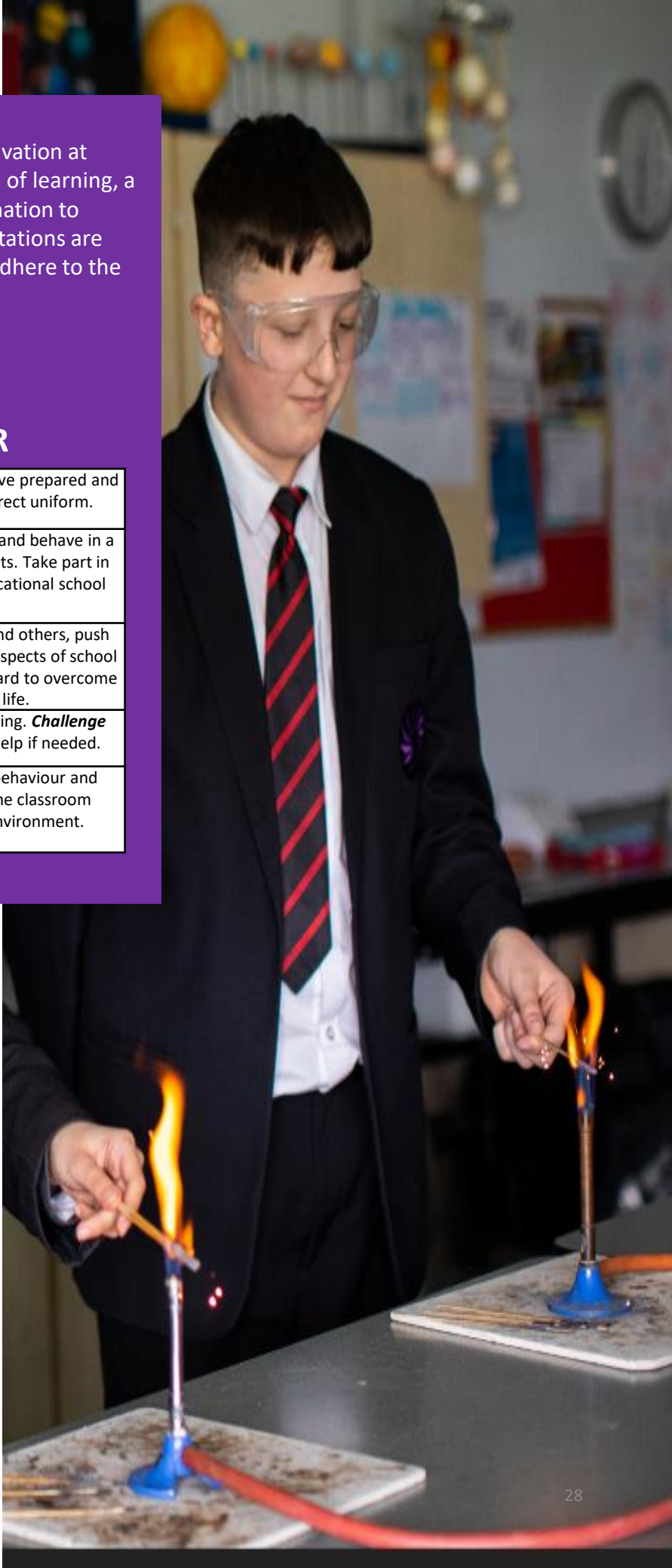
- We usually let parents know about sanctions, but please note that this is for information purposes only and not to request permission, we will not respond to any parent calls protesting detentions, detentions if awarded are non negotiable.
- Persistent disruptive behaviour will be recorded and monitored closely by Pastoral Managers. Students will follow a behaviour ladder with more serious consequences such as suspensions from school being issued as well as being put on report or Parent/Carer meetings arranged.
- Detentions and other sanctions may cause parents a great deal of inconvenience. Please ensure your child takes responsibility for this and commits to avoiding the same mistake again.
- Like referees, teachers occasionally get things wrong, but it is totally unacceptable for a child to answer back and question this decision in front of the class.
- The aim of sanctions is to ensure students take responsibility for their actions and develop positive habits. Once served, we believe in fresh starts; students should learn from the incident and move on positively.

Student Attitudes

We prize self-discipline and intrinsic motivation at Aldercar High School which means a love of learning, a curiosity about our world and a determination to understand it. To ensure our high expectations are maintained all students are expected to adhere to the Student Charter as a minimum.

STUDENT CHARTER

 School Ready - Life Ready	Attend school every day and on time. Arrive prepared and equipped for all lessons and in the correct uniform.
	Participate with all aspects of school life and behave in a respectful manner to all staff and students. Take part in extra curricular clubs, activities and educational school trips.
	Have high expectations of themselves and others, push themselves continually to improve in all aspects of school life. Demonstrate resilience by working hard to overcome barriers in school work and in life.
	Actively engage with all aspects of learning. Challenge themselves, never give up and ask for help if needed.
	Take full responsibility for all actions, behaviour and language. Champion all members of the classroom community and respect the school environment.



FREQUENTLY ASKED QUESTIONS BY PARENTS/CARERS

How can I help my child prepare for learning?

Students will need a school bag (we would recommend a backpack) and have the right equipment for the day. There are 5 lessons each day, some will require your child to have their exercise book and homework with them in readiness for the lesson. With your help, we expect our students to be correctly dressed in their school uniform and have their PE kit with them on days when they have this lesson.

How can I support my child's learning outside of school?

We view our role as part of a partnership in supporting every young person to achieve the very best that they can. Please encourage your child to complete homework by providing them with a place to study and to do this at a regular time so that this becomes routine. Your support is vital – should your child struggle or if there is an issue, please contact your child's tutor as a first port of call.

How do I pay for school dinners and what can they eat?

Food and drink are paid for using the online Parent Pay system; we do not accept any cash. At lunchtimes, students may choose to purchase either a hot meal, sandwiches or other snacks, which are individually priced. Students are not allowed to bring sweets, large bars of chocolate, large bags of crisps, fizzy/sports/energy drinks or chewing gum to school and, if any student does so, these items will be confiscated and made available for parents to collect.

Some students are eligible for a free school meal. For a child to qualify for a free school meal, their parents or carer must be receiving particular qualifying benefits as stated by Government. A child in receipt of any of these qualifying benefits in their own right is also eligible to receive free school meals. For more details, please speak to our reception team.



What is PSHE?

Personal, Social and Health Education (PSHE) is an essential part of our curriculum, which is delivered on your child's timetable once a fortnight as well as during some tutor periods, by outside speakers and in assemblies. Students learn how to keep themselves healthy, safe and fully prepared for life and work. Relationships and Sex Education (RSE) is an important part of this curriculum, focusing on supporting students to lead a happy and successful adult life. Students will be taught how to make informed decisions about their wellbeing, health and relationships.

What happens if my child is ill or needs medication during school time?

School staff cannot administer medication without permission from a parent/carer. Please ensure you have completed a medical form and returned this to the school office, along with any medication that you want your child to take during the school day. Medicines should be given to a member of staff at reception for safe storage.

When a student is not feeling well, they will remain in lessons as we know they will be near a member of staff at that point. Students should only miss learning in exceptional circumstances. Not attending lessons or being at home does not cure minor ailments. Students will only be issued with a toilet or lift pass once they have been seen by a doctor, in order to rule out more serious medical concerns.

What do I do if my child says they are being bullied?

We want to ensure that every student is able to make the most of their education in a safe and supportive environment, characterised by good relationships. We believe that bullying is deliberate hurtful behaviour, either physical or emotional, which is unprovoked and repeated over a period of time. All reported incidents of bullying, abuse or harassment will be taken extremely seriously. Our anti-bullying policy can be found in the student planner and our full policy is available on our website. In summary, we are clear with students:

Don't do or say anything to anyone else with the intention of upsetting or hurting them.
If somebody does something like this to you, or someone you know, you should take action:
Tell a member of staff (this could be your tutor, pastoral manager or any member of staff).
Tell an older student who you trust.
Email: safeguarding@aldercarhigh.co.uk

Will my child be with their friends?

We understand that for many Year 6 or new student this is a big step and as such they want to know if they will be with their friends. We place students into tutor groups based on a range of factors including gender balance, academic ability and the need for any additional support. We try to keep siblings within the same House.

From our experience, young people make new friends and they continue to see their existing friends during break and lunch. Please support us by discussing with your child the advantages and opportunities of making new friends from other schools.

What do I do if my child is absent?

Make contact with school as soon as possible, preferably before 8am. You can make contact by phone and leave a voicemail (01773 712477) or email to info@aldercarhigh.co.uk

Please inform us of your child's name, tutor group and the reason for absence. We understand that specialist medical appointments take place during the school day. Therefore, we ask that you provide us with a copy of the letter so that the absence may be authorised. Please make routine dental and doctor's appointments outside of the school day.

Intervention – How will you respond if or when my child struggles?

Intervention can take many forms as every student is unique: some students require very little help whereas others may access intervention support throughout their time at school.

Any issues with learning are identified by the subject teacher who will initially offer additional assistance, in class, to embed understanding and reassurance. Our Learning Support Teachers will identify students who might require further support and guidance; they will work closely with identified students to provide the help needed.

We offer homework clubs to allow students to have access to staff and computers. Pastorally, if your child is struggling with friendship disputes or other aspects of school life then our team of tutors and Pastoral Managers are here to talk through any issues.

Can my child cycle to school?

Yes, we have bike racks at the front of reception but these are stored at the owners risk and require a bike lock to make secure. In compliance with the Highway Code we insist that any student who decides to cycle, to and from school, wears an appropriate cycle helmet. Anyone seen not complying with this request will be informed that they must no longer come to school on their bike.

We are advocates of promoting a healthy lifestyle and encourage our students to engage in an active routine, however, this must be balanced with appropriate health and safety measures which we take very seriously.

Please note that scooters of any kind are not permitted on school site.

'Teachers care about their pupils, who value this across all phases and provisions within the school.'

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Is there anything I can do in addition to help my child’s learning?

Our parent charter below outlines our expectations to ensure all pupils thrive at Aldercar High School.



We would also encourage your child to read regularly, ideally every day for at least 20 minutes. This could be a fiction book, factual text or a magazine, anything of interest to your child. Literacy is the springboard to understanding many aspects of the curriculum and we wish to promote lifelong learning and a passion for the written word. Appropriate podcasts are also a fantastic way to stimulate interest and discussion on a topic.

Healthy eating, sleeping and exercise are also vital to helping your child reach their full potential and be in the best frame of mind for a day at school. Please keep a close eye on video gaming, watching TV or using mobiles late at night when students should be going to sleep.

Good mental health should be encouraged by talking about worries openly and offering support when necessary. School can also help with a range of issues or put you in touch with external support networks where specialist advice might be required.

Any additional experiences such as going to the zoo, cinema, theatre, museums, galleries or going on day trips or holidays are also excellent opportunities to develop their knowledge and re-enforce classroom learning.

PARENT CHARTER

 School Ready - Life Ready 	Ensure your child attends school on time every day. They wear the correct uniform, are equipped and understand the school’s expectations.
	Participate in parents’ evenings and school events, both face to face and virtual. Demonstrate respect and support for staff.
	Have consistently high expectations of your child and challenge them to be the best version of themselves.
	Actively engage with all aspects of your child’s learning, especially reading, revision and homework. Work collaboratively with the school to celebrate praise and support sanctions.
	Communicate any change of personal details with school. Promote your child’s healthy lifestyle including diet, sleep and a responsible use of social media.

FREQUENTLY ASKED QUESTIONS BY STUDENTS

What is the best thing about Aldercar High School?

The school lunches are very good, there are lots of different options to suit everyone. I also like that we have split break and lunch times, it means the dinner queues aren't too long as we are only with one other year group rather than the whole school.

Year 10 in Ormonde House.

What do I do if I get lost?

Don't worry, everyone gets a bit confused when you first start. Just ask a teacher or another student and they will tell you which way to go and are always very friendly. The receptionists are also very kind and can help you if you are unsure. Teachers will not tell you off in the first few weeks if you are a little late to your lessons and there are often older students who pick you up from lessons and take you around school when you first start.

Year 7 from Ormonde House.

How can I get my views heard in school?

You will get an opportunity to represent your tutor group or house on the student council. This group meets every half term to highlight any suggestions or concerns that students may have about the school. Teachers also ask us for our opinions on any changes and some of us have been asked to help with new teacher interviews too. There is also a suggestions box outside reprographics where you can put anonymous views or concerns

Year 9 student in Shipley House.

How do I become a Head Boy or Head Girl and what do they do?

Teachers appoint a Head Boy and Girl and Deputy Head Boy and Girl from Year 11 each year to help run the student council and undertake other responsibilities across the school. Some students are also Subject Ambassadors and 6th form House Managers and they can get further involved in the running of the school and gain vital skills for future careers. I am a Reading Ambassador and have to promote literacy skills across the school working closely with our librarians to reward reading achievements and support younger students.

Year 10 student in Gregg House

Which house will I be in and what does this mean?

Students are split into four houses (Ormonde, Shipley, Gregg and Howitt) and they each have their own colour tie (red, blue, green and yellow respectively). Families are usually in the same house but not necessarily. Throughout the year, there are many different house competitions students can take part in such as the English Spelling Bee, Maths Pi-off Memory Challenge and Humanities Quiz. PE run a competition every half term such as dodgeball, basketball or rounders. There are also points each half term for attendance, behaviour and the Accelerated Reader scheme we use in the library. Students can win house points and there are trophies given out at the end of the year for Sports Day winners and overall House Champions. These competitions encourage you to work in a team, be more resilient and try new experiences. They are also lots of fun!

Year 8 student in Gregg House

Can I bring my mobile phone to school?

If you need to make contact with home, you are allowed to use the phone in reception with the permission of a member of staff. You do not, therefore, have any need for a mobile phone in school.

If your family feels that you need one for the journey to and from school, your phone must remain switched-off and out of sight throughout the school day. Any mobile phone which is seen, used or heard during the day will be confiscated. It will be returned to you at the end of the day from reception. If this occurs regularly, you may receive a sanction and your parents may also be contacted.

The school has the right to search students for devices, even if they have not been seen, if they feel/suspect they are being used or that they are making others vulnerable. Similarly, i-pods, MPS players, games consoles and headphones/earpods are not permitted in school. Smart watches are permitted, but the camera, messaging and call services must be disabled.

Will I make new friends?

Yes because when you arrive on the first day you meet the rest of your tutor group, so you meet new people straight away. Some of them you may know, but others you get to know better as the days go on. Also in some subjects you mix with other tutor groups so you get to see and know even more people. At breaks and lunches you can catch up with old friends from primary. I didn't come from an Aldercar High School feeder primary school but that didn't matter as you all become Aldercar students! I made friends very quickly.

Year 7 student from Shipley House.

How is secondary school different from primary school?

Overall, secondary school is more interesting. The main difference between primary and secondary, to me, is the structure to the day. Having your own timetable and doing more subjects like science in a laboratory and PE in the gym. You feel more grown up. There are also more clubs to join to meet new friends.

Year 8 student from Howitt House

Will I be stretched and challenged?

There are many ways in which you will be stretched in lessons at school, some in individual subjects, some across the whole curriculum and others in the form of clubs. Throughout the whole school and in all lessons and subjects such as English, maths, science, languages and humanities, many teachers provide questions in tiers, an easier, medium and hard level with extra challenges to really get you thinking.

Sometimes, groups of students are selected to take part in special events or projects such as the Science STEM days or trips to universities. Teachers look out for competitions where students can look deeper into different subjects and try to beat other schools.

Year 9 student from Howitt House

How much homework will I get?

In Year 7, at first you don't get too much homework. I think this is because the teachers don't want to put too much pressure on you. However, it does increase as the year goes on. It is about the same in Year 8 and 9, but gets harder as you get older. In key stage 4 there is lots!! Then you spend more time on your schoolwork at home but this helps you prepare for bigger exams as you are used to it by the time you get to Year 11 and your GCSEs.

Year 10 student from Ormonde House.

Does bullying happen at Aldercar?

I would like to reassure you this is a friendly school where students (on the whole) get along with each other. However, all schools have minor incidents where students are unkind to each other. Any issues of unkindness are dealt with by teachers straight away and they always listen to you if you feel upset. It is important to tell your tutor so that they can support you and suggest ways to help as well as speak to the other students if you want them to. If you do not feel comfortable speaking to a teacher, there are older students that look out for you and can offer support and advice too.

Year 11 student from Howitt House.

'Pupils say that, on the rare occasions that bullying occurs, it is dealt with quickly and fairly. Pupils are confident that they will be listened to and trust that staff will take appropriate action.'

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Please be aware that all information is correct at the time of print but we do react to situations that occur and may alter some procedures in light of our regular student, staff and parent consultations. However, you will always be informed of these changes.