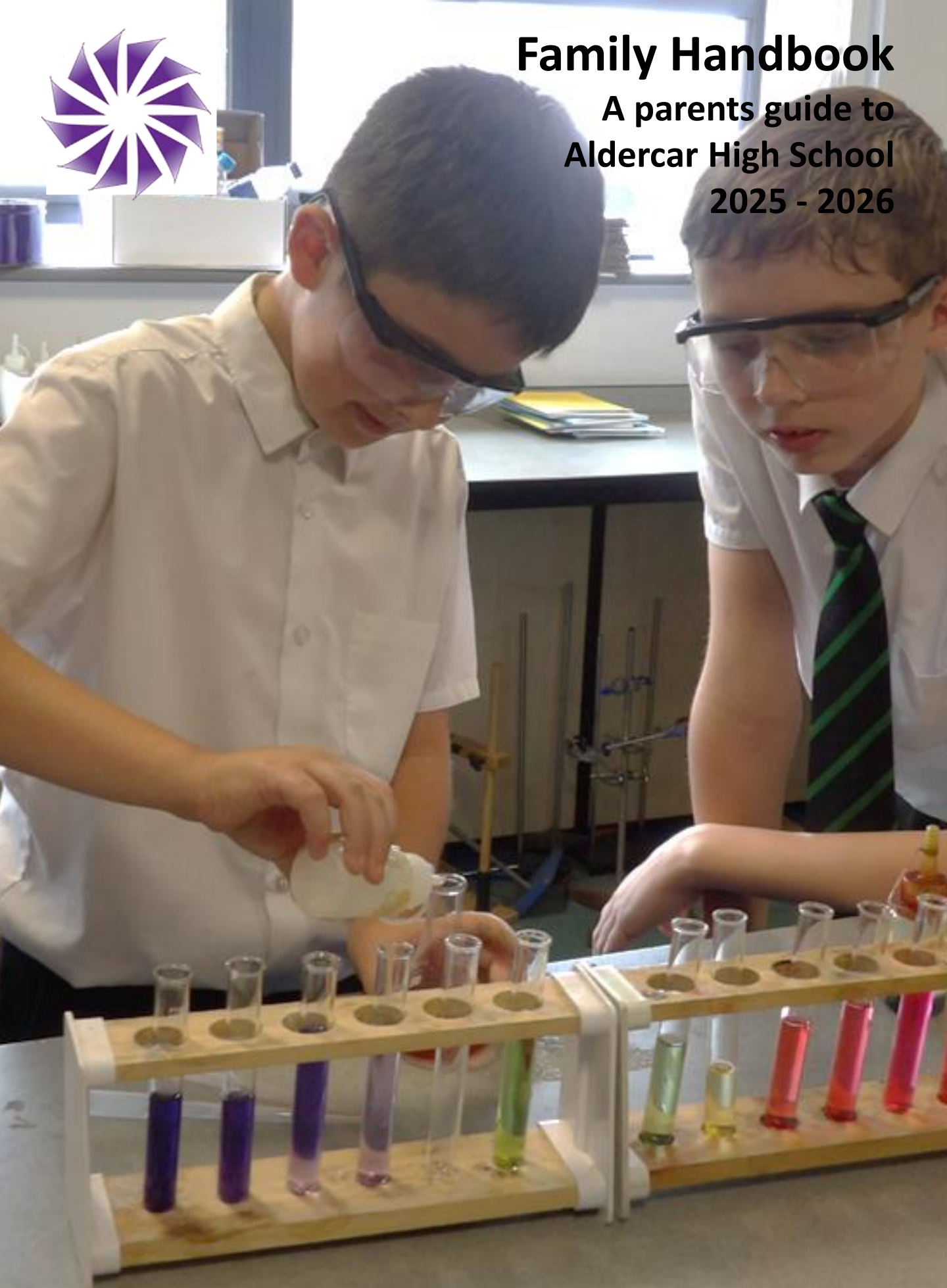




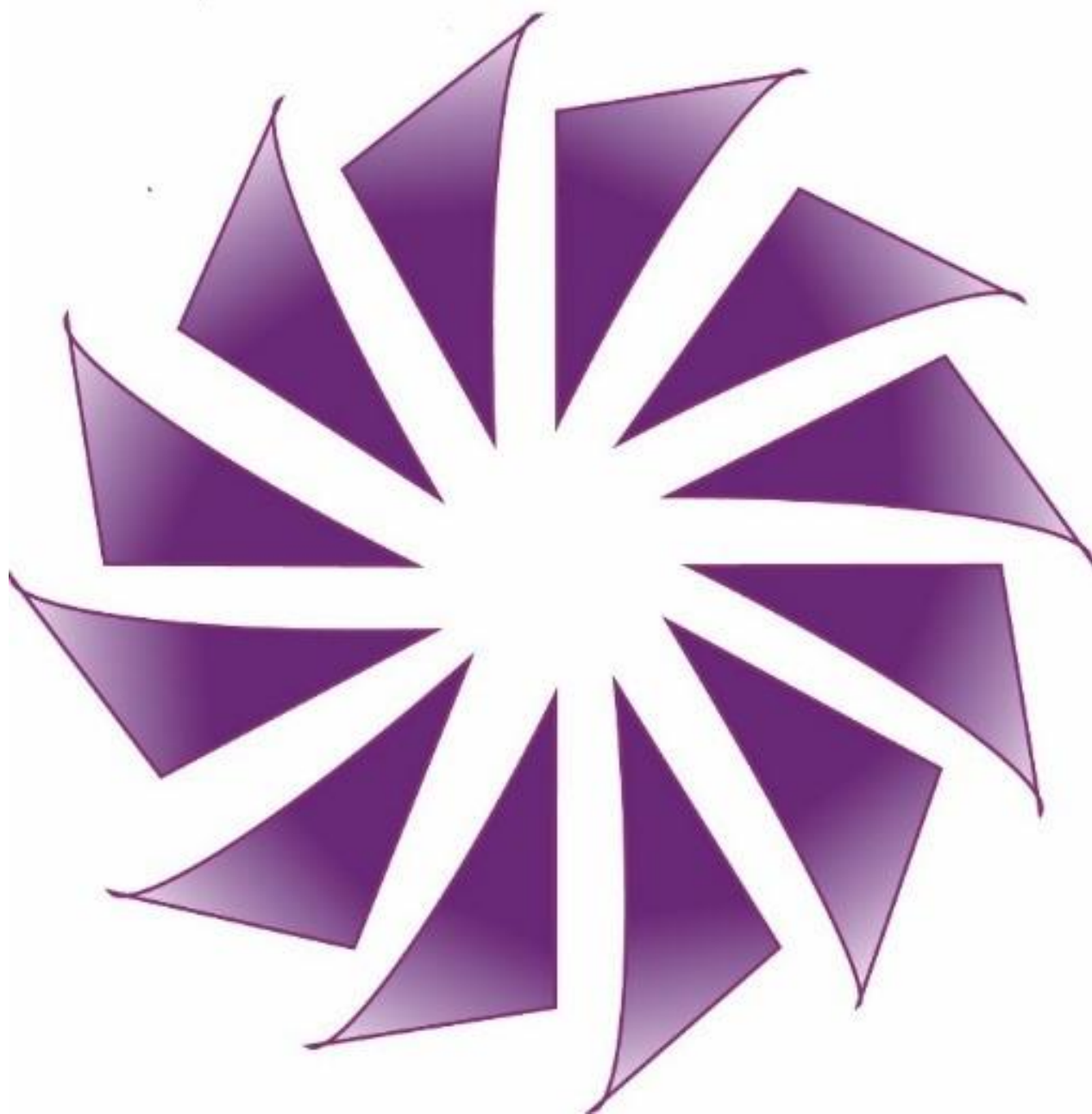
# Family Handbook

A parents guide to  
Aldercar High School  
2025 - 2026



School Ready – Life Ready





**EMBARK**  
FEDERATION

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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.

*Phil Smith*

Headteacher





‘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

|                                                                                                                                                                                                     |                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br>School Ready - Life Ready<br> | Attend school every day and on time. Arrive prepared and <b>equipped</b> for all lessons and in the correct uniform.                                                                                                  |
|                                                                                                                                                                                                     | <b>Participate</b> 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 <b>high expectations</b> 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 <b>engage</b> with all aspects of learning. <b>Challenge</b> themselves, never give up and ask for help if needed.                                                                                           |
|                                                                                                                                                                                                     | Take full <b>responsibility</b> for all actions, behaviour and language. Champion all members of the classroom community and respect the school environment.                                                          |

## PARENT CHARTER

|                                                                                                                                                                                                         |                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br>School Ready - Life Ready<br> | Ensure your child attends school on time every day. They wear the correct uniform, are <b>equipped</b> and understand the school’s expectations.                                             |
|                                                                                                                                                                                                         | <b>Participate</b> in parents’ evenings and school events, both face to face and virtual. Demonstrate respect and support for staff.                                                         |
|                                                                                                                                                                                                         | Have consistently <b>high expectations</b> of your child and <b>challenge</b> them to be the best version of themselves.                                                                     |
|                                                                                                                                                                                                         | Actively <b>engage</b> 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 <b>responsible</b> use of social media.                           |

# SCHOOL LEADERS

## Senior Leadership Team

|                |                                                                    |
|----------------|--------------------------------------------------------------------|
| Mr P Smith     | Headteacher                                                        |
| Mr A Blake     | Deputy Headteacher – Curriculum, Outcomes, Behaviour and Culture   |
| Mrs J Powdrill | Deputy Headteacher – Attendance, Inclusion and Safeguarding        |
| Miss S Murray  | Assistant Headteacher – Personal Development and Employability     |
| Mrs K Temple   | Assistant Headteacher – SENCO, Alternative Provision               |
| Mrs S Cleveley | Assistant Headteacher – Teaching and Learning                      |
| Mr M Holloway  | Associate Assistant Headteacher - Data informed School Improvement |

## Faculty Leaders

|                          |                                              |
|--------------------------|----------------------------------------------|
| Mr T Cowdrey             | Head of Faculty for English                  |
| Mr R Prest               | Head of Faculty for Maths                    |
| Mrs Newton and Mr Wilson | Head of Faculty for Science                  |
| Mrs S Cleveley           | Head of Faculty for Humanities               |
| Mr D Rayner              | Head of Computing                            |
| Mr M Briggs              | Head of Faculty for Sport and Healthy Living |
| Mr A Goddard             | Head of Faculty for Technology               |
| Mrs A Jepson             | Head of Faculty for Languages                |
| Mrs K Greenwood          | Head of Faculty for Creative Arts            |

## Heads of Year

|                                                |
|------------------------------------------------|
| Miss Jones – Transition/Year 7/Year 8          |
| Mrs Steed – Year 9 and Attendance Intervention |
| Mrs Larkin – Years 10/11                       |
| Mr Aplin – Strategic Pastoral Leader           |
| Mr Gilhooley – The Core                        |
| Mr Evans – Re-Focus                            |

## Head of Post-16

|                |
|----------------|
| Mrs C Brighton |
|----------------|

# 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.

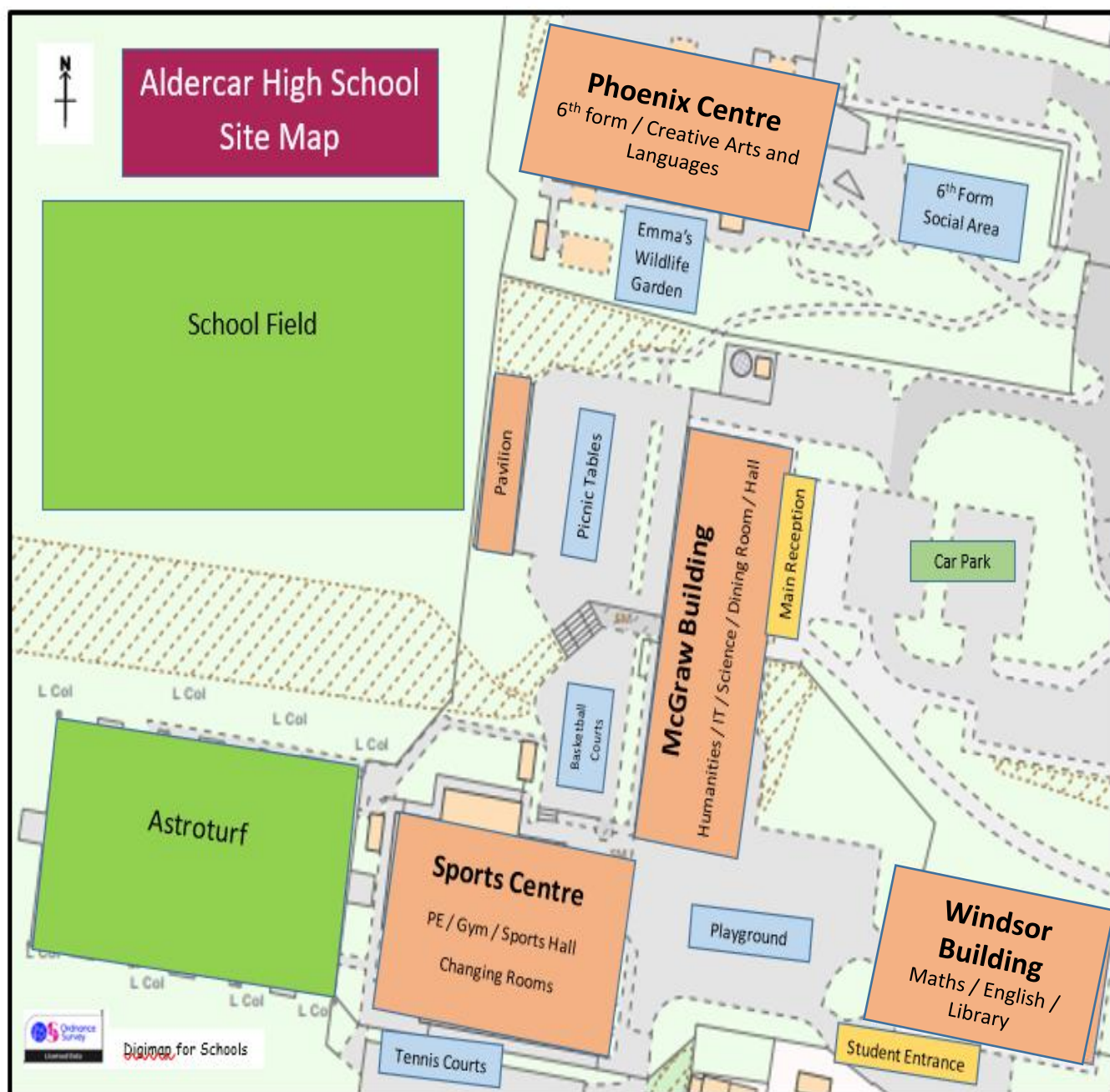
Every day has the same timings as set out below :-

| Time  | Schedule          |
|-------|-------------------|
|       |                   |
| 8.25  | Tutor Time        |
| 8.50  | Lesson 1          |
| 9.50  | Lesson 2          |
| 10.50 | Break             |
| 11.10 | Lesson 3          |
| 12.10 | Lesson 4          |
| 1.10  | Lunch             |
| 1.50  | Lesson 5          |
| 2.45  | Afternoon Tutor   |
| 2.55  | End of School Day |

## BEFORE AND AFTER SCHOOL

School is open to students from 8am, students are not able to access the school site until this time. 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.

School trips may require an earlier drop off or pick up time, these will be 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 2025 – 2026

Half Term 1 - Thursday 4<sup>th</sup> September- Friday 24<sup>th</sup> October

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Half Term 2 - Monday 3<sup>rd</sup> November – Friday 19<sup>th</sup> December

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Half Term 3 - Monday 5<sup>th</sup> January – Friday 13<sup>th</sup> February

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Half Term 4 - Monday 23<sup>rd</sup> February – Friday 27<sup>th</sup> March

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Half Term 5 - Monday 13<sup>th</sup> April – Friday 22<sup>nd</sup> May

---

Half Term 6 - Monday 1<sup>st</sup> June – Thursday 23<sup>rd</sup> July

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Training Days

School closed for pupils:

Thursday 4<sup>th</sup> September

Friday 5<sup>th</sup> September

Friday 5<sup>th</sup> December

Monday 5<sup>th</sup> January

Friday 26<sup>th</sup> June

If there are any changes or additions to this, you will be informed with plenty of notice.

# Section 1:

## Excellence in Learning



# OUR CURRICULUM INTENT

## Curriculum Intent

At Aldercar High School we believe all students have an entitlement to a broad, balanced and relevant curriculum, which is aligned with the National Curriculum at Key Stage 3 and highly effective pathways at Key Stage 4 and into Key Stage 5. We recognise the diverse needs of our students whilst enabling all of them to have access to a core curriculum.

- Our curriculum is designed to:
- Encourage an interest in learning that will last a lifetime.
- Build new knowledge in a sequential manner, based upon what our students have learnt previously.
- Build knowledge what students need to use in later life using clear start points and clear end points.
- Equip students with the skills, knowledge and qualifications needed to progress to further and higher education, apprenticeships or work-based training.
- Provide all students the opportunity to pursue the English Baccalaureate Route at Key Stage 4.
- Encourage students to take risks and be prepared to make mistakes in order to be successful.
- Enable students to make positive choices about their futures.
- Prepare students to be life ready.
- Broaden students' horizons and aspirations and open their minds.
- Help students to make a positive contribution to modern British society as active citizens.
- Actively promote British values.
- Help students become healthy and active adults.
- Raise standards of attainment, over time.

Our curriculum reflects the needs of our community, our local area and national priorities. All courses cater for individual needs, abilities and interests, thus ensuring well motivated young people with improving outcomes, centred on our key curriculum principles.

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

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# CURRICULUM PRINCIPLES

## Curriculum Principles

- Clear progress over five, or seven, years, where students learn more, do more, know more and remember more.
- There should be depth before breadth. Maximise learning time in all subjects.
- Additional time is given to English and Mathematics to ensure that students have the essential skills needed for life and to access the full curriculum.
- Targeted support and additional challenge to ensure that provision is in place to enable all students make progress in line with national expectations.
- Zero narrowing of the curriculum for SEND students, whenever appropriate.
- Support induction into secondary school for all Year 7 students, with specialised provision for students with SEND and students with other specific needs.
- Additional time will be offered for sports and the arts through an extended curriculum programme.

Our curriculum is designed to provide opportunities to continue learning beyond age 16 or 18 via academic and/or vocational routes. It is broad enough to enable students to change direction in the future without being hampered by choices made at 14 years old. For each area of the curriculum, we have Heads of Faculty who are highly skilled and passionate that our students receive the best experience of the subject possible, with teaching staff who are continuously developing their expert practice, ensuring that students learn more, know more and remember more.

To aid transition to further education or employment with training after Year 11 (age 16) or Year 13 (age 18) we work closely with local colleges, local businesses and training providers. Whichever route our students choose to take when leaving Aldercar High School, our transition programme ensures that no-one leaves Aldercar High School without having a positive and appropriate post-16 or post-18 destinations.

# CURRICULUM IMPLEMENTATION

It is essential that the curriculum is organised in such a way that it provides students with the opportunity to learn expected behaviours and be successful in their learning so that we can deliver our mission and aims. The implementation of our curriculum is driven by quality first expert teaching and learning in the classroom, led by highly skilled teachers who are passionate about sharing their subject knowledge, built upon great relationships with our students, thereby encouraging a love of learning.

Our curriculum provides a core of essential skills, knowledge and understanding. In Key Stage 3 (years 7 to 9), we use sets and mixed ability groups as appropriate, and have high expectations for learning. Heads of Faculty ensure that learning is sequential through schemes of learning that are linear and demanding. Learning is reviewed on a continuum of assessments that continuously build knowledge with 'next steps' feedback for improvement provided by teaching staff. The setting of our groups in Key Stage 3 ensures that students are receiving demanding work, ensuring they are challenged to learn and improve and, through working as a team with their fellow students, are not overwhelmed or left behind.

# ACADEMIC CURRICULUM OFFER

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

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

Towards the end of Key Stage 3, we work closely with students and parents to guide them through their options process for Key Stage 4.

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 (non – examined)
- Triple Science (Attaining single GCSE's in Biology, Chemistry and Physics)

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

- Art (GCSE and Vocational)
- Business Studies (Vocational)
- Construction (Vocational)
- Food and Nutrition (GCSE)
- Geography (GCSE)
- Health and Social Care (Vocational)
- History
- ICT (Vocational)
- Music (Vocational)
- Photography (GCSE)
- Sport (Vocational)
- Spanish (GCSE)

*NB. These subjects are subject to change each academic year*

Every student has the opportunity to be entered for the English Baccalaureate.

# EXTRA CURRICULUM OFFER

## The Extended Curriculum

At Aldercar High School we believe strongly in the importance of providing students with a wide range of opportunities for students to develop skills additional to academia. Some of the key skills acquired through an extra-curricular offer include; communication, problem solving and team work. Some of these opportunities are embedded within the 50-lesson weekly allocation, whereas other opportunities are provided after school, such as clubs across the Arts, Sports and music alongside student-led groups with particular interests. Our extended curriculum includes, but is not limited to, the following:

- STEM club
- Badminton club
- Football club
- Drama production
- Chess club
- Robotics club
- Maths club
- Duke of Edinburgh
- Pen pal club

We strongly encourage students to participate in such activities both within and outside school, in order to achieve an effective work-academia balance whilst also enriching their educational experience.

## SMSC – Spiritual, Moral, Social and Cultural Development

Our curriculum, combined with our extended curriculum, has a thoughtful and wide-ranging promotion of students' spiritual, moral, social and cultural development. We are passionate that all students realise that it is a big and wonderful world out there that they can play an active and positive part in. To do this not only do we pursue excellence in academia but also ensure the students are equipped with the correct skills in which to do this. We fully acknowledge that we, as an aspirational academy, play an important part in providing the means for social mobility. We maintain close links with the local community and are forming an effective working relationship with the local primary schools.

We also plan opportunities for the children to know about keeping safe, linked to the Keeping Children Safe in Education (KCSIE) document. Much of this is covered in PSHE and through planned assemblies from both the senior leadership team and heads of years. We also plan for and promote British values, (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs) ensuring that children are aware of their rights and responsibilities as a UK citizen.

## Personal, Social, Health, and Economic Education (PSHE)

All students are taught PSHE where students have opportunities to discuss, listen to, explore and explain their beliefs and opinions on a wide range of topics and to develop the life skills they need to be healthy, safe, active and responsible British citizens who make informed decisions. It also supports the students to navigate the complexities of the modern world. By key stage 5 the PSHE curriculum helps to promote social cohesion and creates a more respectful and inclusive society.

Our students' social, moral, spiritual and cultural education at Aldercar High School is essential to their development as young people. All curriculum areas contribute to this programme, alongside specialist provision within Morals and Ethics and through the PSHE/RSE curriculum. Students have opportunities to discuss, listen, explore and explain their beliefs and opinions on a wide range of topics and to develop the life skills they need to be healthy, safe, active and responsible British citizens. Our PSHE programme is delivered by form tutors and a variety of outside speakers who cover some of the topics.

## Relationship, Sex and Health Education (RSHE)

All students are taught RSHE where students have opportunities to discuss healthy lifestyles and relationships. There are a variety of curriculum areas that contribute to our RSHE provision include our PSHE curriculum, in Science and Morals and Ethics. It equips individuals with the knowledge and skills to navigate healthy relationships, make informed decisions about their sexual health and understand consent and boundaries. It also empowers students to develop and maintain respectful and fulfilling relationships.

## Careers

PSHE also includes a careers programme in years 8 to 11 and careers guidance is supported by our careers leads, and many external agencies. The careers element of the PSHE curriculum helps students to explore and understand pathways, develop skills and make informed decisions about their future.

All of our students have full access to Unifrog, which is an online impartial, user-friendly platform that helps students to consolidate information to support future pathways. It also offers tools such as CV writing to enhance employability.



# ASSESSMENT AND FEEDBACK

Assessment is used to find out what students have and haven't learned, 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 (formative assessment)

Formal assessments such as end of topic tests or exam style longer questions (summative assessments) are marked by teachers and students receive specific feedback as to what they have done well, and what they need to do to improve. Students are then given time to complete these improvements in their next lesson.

Data about the progress of each student will be analysed throughout the 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 most likely outcome. This will be reported to parents twice per year.

## Parents Evenings:

Typically parents evenings are listed as below, however this will be reviewed in the summer term.

- Year 7: One parents evening per year where you will have the opportunity to speak to individual teachers about how students are progressing in each subject.
- Year 8: One parents evening per year where you will have the opportunity to speak to individual teachers about how students are progressing in each subject.
- Year 9: One parents evening per year where you will have the opportunity to speak to individual teachers about how students are progressing in each subject. Additionally parents and students will be invited to attend an options evening in the Winter term to discuss suitability for the different GCSE and BTEC courses.
- Year 10: One parents evening per year to see how students have settled in to their chosen GCSE and BTEC courses.
- Year 11: One parents evening per year 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 to analyse how students have settled in to their chosen courses.
- Year 13: One parents evening per year to analyse how students have settled in to the new school year and provide support for pupils to achieve their very best in year 13.

# 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

Arbor MIS will be 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 arrange 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

Below are our current expectations, however, this will be reviewed in the summer term.

- Key Stage 3 students will be set homework projects 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 will 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.
- 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.
- 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

To support students in being life ready, they need to be able to present work in an organised and neat way. At Aldercar High School we have our PROUD acronym to remind students that we are Proud of all work that is produced, but also as a reminder to ensure all work is presented neatly.

- P** — Pen for writing
- R** — Ruler for drawing lines
- O** — oops - cross out with a single line
- U** — Underline the date and title
- D** — Draw in pencil



In lessons, we need to present our work so that we are proud of what we produce, and so we can refer back to it when we come to revise. To remind us of the expectations we have in school, PROUD is used and referred to so that we remember that our work should be neat at all times.



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

# UNIFORM

## Uniform at Aldercar High School:

- an official black school blazer or jumper with school badge
- a clip on tie in the relevant house colour (Gregg: green; Howitt: yellow; Ormonde: red; Shipley: blue)
- official black trousers, black skirt or black shorts with school badge
- plain white shirt with buttoned collar
- plain black footwear
- Nail extensions are not allowed as they are a health and safety risk

## PE uniform at Aldercar High School:

- Aldercar High School purple sports shirt
- Aldercar High School navy blue shorts / skorts
- Trainers or astro turf boots (astro boots must be worn on the all weather pitch) Black astro turf boots can be worn as part of the uniform

## 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

0115 9621128

[just-schoolwear.co.uk](http://just-schoolwear.co.uk)



‘Pupils wear their uniform with pride.’

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# EQUIPMENT

In order to be ready to learn, all students are required to bring a bag to school every day to carry the essential equipment items students need to be school ready. Each morning, students will have their equipment checked. If students do not have the basic equipment, we will give it to the students. However this will be taken away from the year groups termly spending money, which can be spent on rewards for the year group at the end of each term.

Students must have the following equipment every day:

- Black Pen
- Pencil
- Ruler
- Rubber
- Red Pen
- A Reading Book (can be from home or the school library)

We will provide students with the following equipment on their first day:

- Mini-Whiteboard
- Mini-Whiteboard Pen
- Mini-Whiteboard Rubber

Students are recommended to have their own Scientific Calculator. Recommended models are:

- Casio – any of the FX models
- Aurora AX-595TV

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

- Pencil Sharpener
- Mathematical Instruments (pie chart scale, protractor, set square, compass)
- 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 once given to them 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.

We would appreciate regular checks at home to replace lost or broken equipment as soon as possible. It is the students' responsibility to ensure they have this equipment every day and is school ready.

# 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 initiatives:

## **Whole School Reading Programme (Accelerated Reader / Lexonik)**

These reading programmes help 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. Students also undertake low stakes reading assessments once a term. This information is conveyed to staff to help support students in lessons and identify where further intervention is needed.

## **Library Lessons**

As part of our enhanced reading provision all pupils in Y7 –9 will receive one period a week dedicated to reading 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**

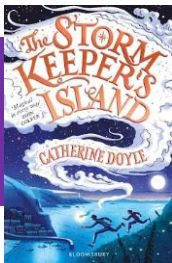
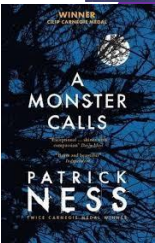
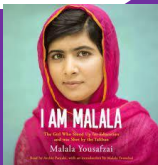
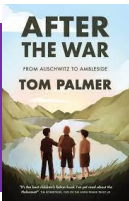
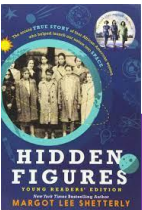
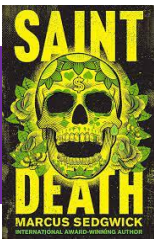
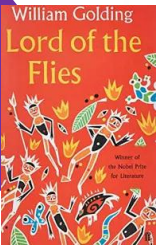
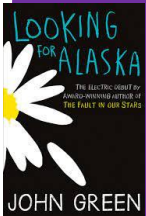
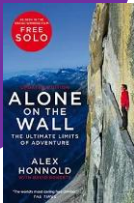
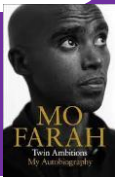
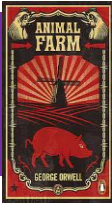
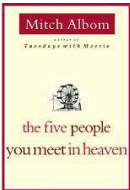
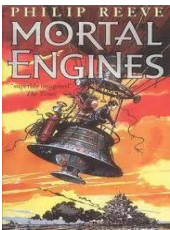
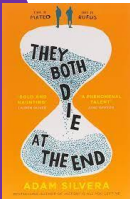
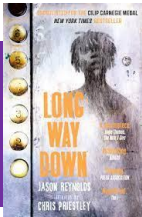
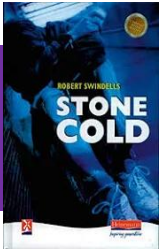
Drop Everything And Read is our reading for pleasure programme for Year 7. Pupils are given 20 minutes per week to 'drop everything and read'. This will be modelled by staff who will also be enjoying a book during this time.

## **DEAL Time**

During your child's time at Aldercar High School they will take part in a tutor time reading programme (Drop Everything And Listen) whereby 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 details the books pupils will be reading during their five years at school.

# FORM TIME READING JOURNEY: DEAL Time

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



# SPECIAL EDUCATIONAL NEEDS

## Staff

Our Special Educational Needs Co-ordinator (SENCO) is Mrs Kate Temple. Our Assistant SENCO is Mrs Amy Barber.

Our Deaf and Hearing Impaired Co-Ordinator is Mrs Debbie Lord.

We have a team of Teaching Assistants and Communication Support Workers (CSW's).

## What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Your child will have a form tutor who they see on a daily basis. They are your first point of contact. If you do not know who your child's form tutor is, you can contact the school reception and they will tell you.

They will pass the message on to our SENCO, Mrs Kate Temple who will be in touch to discuss your concerns.

You can also contact the SENCO directly by email at [SEND@aldercarhigh.co.uk](mailto:SEND@aldercarhigh.co.uk)

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this where necessary.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

## Transition

We work closely with our feeder primary schools to get as much information on your child as possible. Where a child has SEN, we will produce a Pupil Profile to go to staff to give them further information.

## Further Information

Further information on Special Educational Needs at Alder car High School can be found on our school website where you can view our SEN Information Report and policy.

## 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%. Students arriving late to school will be issued with a 20 minute lunch time detention on the same day. Failure to attend this detention will result in a Period 5 seclusion plus 30 minutes after school. Parents will be informed via text messaging service .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](mailto: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.

## Holidays:

Holidays should not be taken during school term time. Any holidays taken will be unauthorised and may result in the issuing of a penalty notice. Any request for leave of absence should be provided in writing using the schools 'Request for Leave of Absence' form and submitted at least 2 weeks prior to the proposed leave of absence.

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 Careers Guidance activities.
- Track attendance and behaviour with rewards and intervention where required from their tutor.

### Students Leaving Lessons

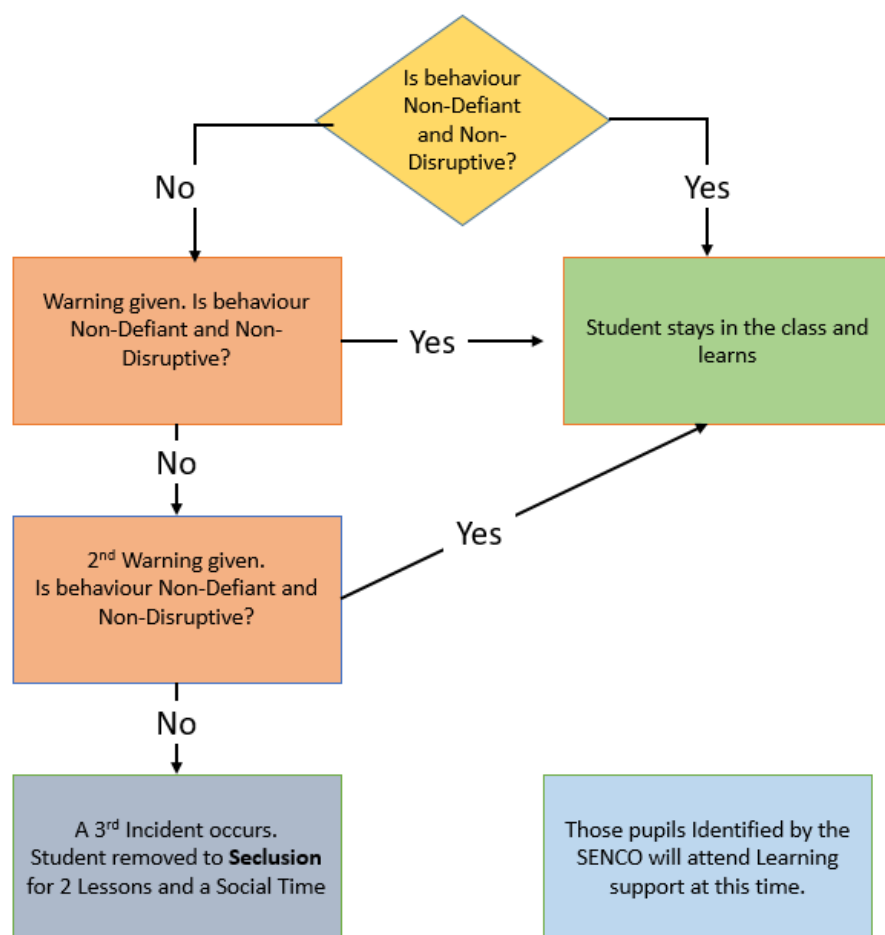
Students are not allowed to leave a lesson for any reason, unless there are exceptional circumstances. This is to ensure that learning is prioritised and to help our students develop good learning habits. If a teacher decides that there are exceptional circumstances, the student will be given a ‘Out 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 and filling water bottles at break time as they will not be allowed during lesson.

# DISRUPTION FREE CLASSROOMS

- To stop students forming bad 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.
- The following statement sums up our ethos:

*"No student has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach and students will have disruption free classrooms in which they can learn."*

- The flow chart below explains our system to ensure that all classrooms are consistently disruption free.



For more information about this policy, seclusion and after school detentions please visit the school website and watch the Disruption Free Classrooms video.

- 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.
- 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.

# EXPECTATION CARD

- The aim of the 'Expectations Card' is to communicate standards of behaviour around the school site. It is our intention to continue to develop the 'Outstanding' ethos we are creating at Aldercar High School and it is vital that all our students arrive calmly to lessons ready to learn.
- We are aware that many students are showing exceptional behaviour and attitude day in day out at Aldercar, and sometimes do not get the credit they deserve. By use of the expectation card students will also receive praise for their positive actions and have the chance to win awards and prizes.

| Positive Actions Could Include |                                             |
|--------------------------------|---------------------------------------------|
| 1. Showing Respect             | 2. Helping Others                           |
| 3. Supporting Others           | 4. Looking After the Environment/Litter     |
| 5. Manners                     | 6. Doing the Right Things                   |
| 7. Being Kind                  | 8. Encouraging others to do the right thing |

| Negative actions includes not meeting the Aldercar standards |                                                                                             |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>1. Movement around the school</b>                         | We walk calmly and <b>arrive on time</b> . We do not shout or run in corridors.             |
| <b>2. Uniform</b>                                            | We always wear full uniform and PE kit. With shirts tucked in and without skirts rolled up. |
| <b>3. Basic Equipment</b>                                    | Pen, pencil, ruler, rubber, MWB, MWB rubber, red pen & timetable.                           |
| <b>4. Break and Lunch</b>                                    | No walking down the science corridor, no food in toilets, no energy drinks etc.             |
| <b>5. Respect</b>                                            | We are polite and respectful at all times. We use bins provided. No chewing gum.            |
| <b>6. Mobile Phones</b>                                      | Phones must be unseen and unheard.                                                          |
| Behaviours Logged                                            |                                                                                             |
| <b>Derogatory Language</b>                                   | Use of any derogatory language will result in an after school detention.                    |

| Name:.....Date:.....Form:.....                                                                                                                                                                                                                                                                |                  |       |                  |       |      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|------------------|-------|------|
|                                                                                                                                                                                                                                                                                               | Positive Actions | Staff | Negative Actions | Staff | Date |
| 1.                                                                                                                                                                                                                                                                                            |                  |       |                  |       |      |
| 2.                                                                                                                                                                                                                                                                                            |                  |       |                  |       |      |
| 3.                                                                                                                                                                                                                                                                                            |                  |       |                  |       |      |
| 4.                                                                                                                                                                                                                                                                                            |                  |       |                  |       |      |
| <p>On Completion of a column of 4 staff rip off the front cover. Students take front cover to reprographics to get a new card. Staff take comment page, with top box completed, to drop in post box in reception.</p> <p>Positive cards = raffle entry. Negative card = detention logged.</p> |                  |       |                  |       |      |

- Students are expected to carry their Expectations Card at all times and be ready to give it to a member of staff if asked, as it forms part of their essential equipment. If a student does lose their Expectations Card, they will be given a new one; however, they will automatically receive an After-School Detention. The card will also act as a visual aid in supporting students to make the right choices regarding their conduct at Aldercar High School. If a student fails to make the 'right choice' four times they will receive a detention as a consequence; this will be detailed on the card.
- Detentions will be held on Friday finishing at 4pm
- At Aldercar we support students in making the right decision. The expectation card allows students to change their attitude, as we are aware that mistakes do happen, but we focus our attention to the resilience of our pupils and ensuring that they are given the space to make the right choices. A card will be marked as overall positive or negative dependant on which column is filled in first.

## 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

|                                                                                                                                                                                                   |                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br>School Ready - Life Ready<br> | Attend school every day and on time. Arrive prepared and <b>equipped</b> for all lessons and in the correct uniform.                                                                                                  |
|                                                                                                                                                                                                   | <b>Participate</b> 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 <b>high expectations</b> 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 <b>engage</b> with all aspects of learning. <b>Challenge</b> themselves, never give up and ask for help if needed.                                                                                           |
|                                                                                                                                                                                                   | Take full <b>responsibility</b> for all actions, behaviour and language. Champion all members of the classroom community and respect the school environment.                                                          |

## 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.



# 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 the 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 by their form tutor, 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. We also teach citizenship skills, financial decision-making and develop career aspirations.

### **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 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](mailto:safeguarding@aldercarhigh.co.uk)

### **Will my child be with their friends?**

We understand that for many Year 6 or new students 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](mailto: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.’

OFSTED 2019



### 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

|                                                                                                                                                                                                         |                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br>School Ready - Life Ready<br> | Ensure your child attends school on time every day. They wear the correct uniform, are <b>equipped</b> and understand the school's expectations.                                             |
|                                                                                                                                                                                                         | <b>Participate</b> in parents' evenings and school events, both face to face and virtual. Demonstrate respect and support for staff.                                                         |
|                                                                                                                                                                                                         | Have consistently <b>high expectations</b> of your child and <b>challenge</b> them to be the best version of themselves.                                                                     |
|                                                                                                                                                                                                         | Actively <b>engage</b> 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 <b>responsible</b> 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. Some days you might only want a sandwich, and another day a roast dinner. There is something to please everybody.

*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 House Captains and 6<sup>th</sup> 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, Languages Bake Off and various charity fund raising events. 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. You can choose to learn more about animal care, robotics, chess, table tennis, LGBTQ+ or Spanish films to name a few.

*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.'

OFSTED 2019





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.