



# Calder High School

*Developing Exceptional People*

## PARENT HANDBOOK

### Year 9

2013-14

*Version 2 – January 2014*



**Brier Hey Lane, Mytholmroyd, Hebden Bridge. West Yorkshire HX7 5QN**

**Telephone : 01422 883213**

**E-mail us:**

**General Enquiries:** [admin@calderhigh.calderdale.sch.uk](mailto:admin@calderhigh.calderdale.sch.uk)

**Comments or Enquiries related to your children's progress and wellbeing:**  
[parentenquiry@calderhigh.calderdale.sch.uk](mailto:parentenquiry@calderhigh.calderdale.sch.uk)

**Comments or Enquiries from students:** [studentvoice@calderhigh.calderdale.sch.uk](mailto:studentvoice@calderhigh.calderdale.sch.uk)

**Student Attendance: Telephone: 01422 889900/07970730122**  
**(Telephone or Text on the mobile number)**

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**The term 'parent' is inclusive of parents, carers, family members and others who are important to the learning experiences and well-being of our students.**

**Note : Where students are shown in this Handbook not wearing a school jumper, it is either because students are in the classroom and have been given permission to remove their jumpers or the Headteacher has decided that it is a "non-jumper day" (eg. Hot summer days).**



# 1. School Details

<b>Address:</b>	<b>Calder High School</b> Brier Hey Lane Mytholmroyd Hebden Bridge West Yorkshire
<b>Postcode:</b>	<b>HX7 5QN</b>
<b>Telephone Number:</b>	01422 883213
<b>Fax Number:</b>	01422 881876
<b>E-mail:</b>	<a href="mailto:admin@calderhigh.calderdale.sch.uk">admin@calderhigh.calderdale.sch.uk</a> <a href="mailto:parentenquiry@calderhigh.calderdale.sch.uk">parentenquiry@calderhigh.calderdale.sch.uk</a> <a href="mailto:PEACH@calderhigh.calderdale.sch.uk">PEACH@calderhigh.calderdale.sch.uk</a> <a href="mailto:studentvoice@calderhigh.calderdale.sch.uk">studentvoice@calderhigh.calderdale.sch.uk</a>
<b>Website:</b>	<a href="http://www.calderhigh.org.uk">www.calderhigh.org.uk</a>
<b>VLE (FROG):</b>	<a href="http://vle.calderhigh.org.uk/">http://vle.calderhigh.org.uk/</a>  VLE = Virtual Learning Environment, information and resources about the school and to support your child's learning. Parent Log in: Username : chaparent Password: calder
<b>Dept for Education (DfE) Number:</b>	3814022
<b>Examination Centre Number:</b>	37357
<b>Hours of Business (Term Time):</b>	Monday - Thursday: 8.00 am - 4.00 pm Friday: 8.00 am – 3.30 pm
<b>Hours of Business (Holidays):</b>	As above, but, please note that the office is not always staffed during holiday times
<b>Out of Hours:</b>	Either ring the extension you require and leave a message or, if you do not have the extension number, please leave a message with Reception. Extension number for Parent Enquiry is * (star key)
<b>We endeavour to respond to telephone and email enquires within two working days.</b>	
<b>School Type:</b>	Community
<b>School Character:</b>	Non-selective, mixed, non-denominational
<b>Age Range of Students:</b>	11-18

## 2. Our Values

We aim to create an exceptional school are built on the following values:-

**Students:** Every individual is valued, respected, nurtured, challenged and developed in a way which reflects personal need and culture;

**Colleagues:** We trust, learn from, inspire and support each other;

**Parents:** Parents are our partners in the education of their children and we actively seek their views and support;

**Partners:** We work enthusiastically with our partners to enrich the life of our school and the wider community;

**Climate:** We seek out and celebrate success recognising that every one of us thrives in a climate of praise and recognition;

**Improvement:** We are creative, innovative and willing to take risk in the pursuit of excellence;

**Quality:** We aspire to excellence and measure ourselves against the highest standards.

### 3. Headteacher's Welcome



Dear Parent

I am pleased to be writing this to welcome your child to Year 9.

This year presents great opportunities, as we support you and your child in thinking about the future path of their education and start to look at the possibilities beyond Key Stage 3. This is also an important stage in your child's personal development and I hope that the experiences we provide your child this year stay with them in their journey through to adulthood.

I am very excited to be starting at Calder High School and sharing the future of your child's education with you.

With warm regards

Mr Anthony Guise

## 4. Welcome from the Year Achievement Leader

**Mr T Wallis**  
**Year 9 Achievement Leader**



Dear Parent

Year 9 at Calder High School comprises 223 students at present, with eight highly dedicated and enthusiastic Form Tutors.

I have been particularly impressed with the excellent attendance and commitment to school shown by our students. An attendance prize is awarded in assembly to the form with the best attendance on that particular week. This has worked well as I want students to take pride in their form being the best. Behaviour has improved recently and I am confident that behaviour, along with effort and enthusiasm, will continue to improve as this year continues.

This year I will be reinforcing an ethos of healthy competition between forms. I'm hoping to do this by introducing inter-form competitions throughout the year and also encouraging students to score points for their forms by attending extra-curricular activities and displaying excellent behaviour, effort and attendance. I want our students to have pride their form and believe that this approach will help them.

The tutor team can not be praised highly enough. They work tirelessly to ensure the students in their form achieve their full potential and are equipped and prepared for the day ahead. They all run structured programmes of interesting activities during the form period which engage the students from the moment they start the day.

My overall target for Year 9 is to ensure that our students are challenged to achieve their full potential throughout their time at Calder High School. I want our students to achieve the goals they set themselves, and I will ensure they receive the help they need both academically and pastorally. I want our students to enjoy Year 9 and embrace the many opportunities they will be presented with. This year will be an important year in terms of thinking about subject and career choices, however they will have the best possible guidance from the staff we have at Calder High.

I am looking forward to the challenges the year will bring and I know that with the right attitude all of our students can achieve great things. Now is the time for them to embrace the learning opportunities that will ultimately give them the key to unlock their true potential.

Kind regards

Mr Wallis

## 5. Important Dates for Year 9

• PEACH Steering Group	23 September 2013
• Attendance Clinics	23 September 2013
• Progress Tracking (1)	30 September – 11 October 2013
• Progress Card issued to Parents following tracking	18 October 2013
• PEACH steering group 3.45pm - King Cross	12 November 2013
• Exams in core subjects	25 – 29 November 2013
• Headteacher Drop-in 4.30pm – 5.30pm - King Cross	05 December 2013
• Progress Tracking (2)	02 – 13 December 2013
• Progress Card Issued to Parents following tracking	20 December 2013
• Parents' and Options Evening	16 January 2014
• PEACH steering group	20 January 2014
• Headteacher Drop-in	
• Information and Guidance 4.00pm – 6.00pm	04 February 2014
• 4.30pm – 5.30pm - Hebden Bridge	06 February 2014
• Attendance Clinics	10 February 2014
• Information and Guidance 4.00pm – 6.00pm	11 February 2014
• School Show	18 – 20 February 2014
• PEACH Steering Group 10.00am – 12.00pm - Calder High School	03 March 2014
• Progress Discussion with Tutors	24 March – 4 April 2014
• Headteacher Drop-in 4.30pm – 5.30pm - King Cross	27 March 2014
• Progress Tracking (3)	10 – 21 March 2014
• Reports issued to Parents	04 April 2014
• Headteacher Drop-in 4.30pm – 5.30pm – Calder High School	15 May 2014
• Induction to Year 10 for Parents (Evening)	22 May 2014
• Attendance Clinics	03 June 2014
• Progress Tracking (4)	23 June – 04 July 2014
• Headteacher drop-in 4.30pm – 5.30pm King Cross	03 July 2014
• Year 9 and Year 10 Awards Evening	03 July 2014
• Progress Card issued to Parents following tracking	11 July 2014
• Activity Days	17 and 18 July 2014

### Full Student Council Meetings

The Student Voice is represented by the newly formed House of Representatives and the Student Council. The House of Representatives is made up of sixteen students from each year group.

Students meet with their YAL once each half term to discuss the issues raised in tutor groups. This information is fed into the sub groups of the Student Council.

The Student Council is made up of five sub groups each of which meet once per half term. The Full Council also meets once per half term. It is made up of over forty students across Years 7 - 13.

Students are encouraged to write an application to join the Student Council - this happens during the Summer Term. Mrs Healey is in charge of this. A member of the Student Council also sits on the Steering Group of PEACH - Parental Engagement at Calder High.

## 6. Key staff Contacts for 2013-14

### Pastoral staff for Year 9

Year Achievement Leader  
[twallis@calderhigh.calderdale.sch.uk](mailto:twallis@calderhigh.calderdale.sch.uk)

Pastoral administrator  
[clord@calderhigh.calderdale.sch.uk](mailto:clord@calderhigh.calderdale.sch.uk)

Student Support Manager (inc Attendance):  
[lindseyh@calderhigh.calderdale.sch.uk](mailto:lindseyh@calderhigh.calderdale.sch.uk)

First Aid:

Mr T Wallis  
Telephone extension: 260

Miss C Lord  
Teephonel extension: 265

Mrs Lindsey Helliwell  
01422 889900/07970730122

Mrs J Bottomley  
Telephone extension: 216

### Form Tutors:

Form 9XA  
Form 9XC  
Form 9XD  
Form 9XL  
Form 9YA  
Form 9YC  
Form 9YD  
Form 9YL

Mr J Penson  
Mr A Hodgson  
Miss L Conlon/Mr R Speak  
Mr J Emberton  
Dr S Weir  
Mrs L Smith  
Mr S Dobbs  
Mrs C Warwick

### Senior Leadership Team:

Executive Headteacher  
Headteacher (Head of School)  
Consultant to the Leadership Team  
Deputy Headteacher  
Assistant Headteachers

Associate Assistant Head (lead for Teaching & Learning)  
Associate Assistant Head (lead for Intervention)  
Administration and HR  
Business Manager (inc Allpay and Uniform)

Mrs J Watson  
Mr A Guise  
Dr W Bradford  
Mr A Taylor  
Mrs S Cotton, Mrs S Cowey  
Mr G Stephenson  
Ms L Hutt  
Mrs J Healey  
Mrs S Bell  
Miss J Park

### Heads of Faculty:

English  
Mathematics  
Science  
Modern Foreign Languages  
Humanities  
Technology  
ICT/Business and Information Studies  
Expressive Arts  
Physical Education  
Interim SENCO

Ms L McArdle  
Mr M Harwood  
Mr I Healey  
Mr N Lumb  
Mrs A Gibson  
Mrs S Cowey (Strategic Lead)  
Mr S Newton  
Mrs L Hutt  
Mr S Voyce  
Miss C Tooth

### Calder VI:

Director of Post 16 Learning  
Assistant Director of Post 16 Learning

Mr G Stephenson  
Ms A Gregory



## School Governors for 2013-14 (as at 1 September 2013)

Luci Allan	Community Governor
Nicola Baxter	Staff Governor
Jean Bradbury	Community (Vice Chair of Governors)
Peter Buckley	Parent (Chair of Governors)
Felicity Bull	Community Governor
Rev Marcus Bull	Parent Governor
Ros Coon	Parent Governor
Anthony Guise	Headteacher
Mrs Rhena Khan	Parent Governor
Dr Stephen Knutton	LA
Matthew Langley	Parent Governor
Hannah Nadim	LA
Mairead O'Grady	Sponsor
Fran Orford	Parent Governor
Jerry Stokes	Parent Governor
Carolynne Warren	Community Governor
Jeanne Watson	Executive Headteacher
Geraldine Wrathall	L A Governor

## 7. The School Year 2013-14 (Calendar)

<b>Autumn Term</b>		
	Monday 2 September 2013	Staff training
School opens	Tuesday 3 September 2013	
School closed for one day	Friday 27 September 2013	Staff training
Half-term starts	Friday 25 October 2013	
Term restarts	Monday 4 November 2013	
School closes for Christmas holidays	Friday 20 December 2013	
<b>Spring Term</b>		
School opens	Monday 6 January 2014	
Half-term starts	Friday 21 February 2014	
School closed for one day	Monday 3 March 2014	Staff training
Term restarts	Monday 4 March 2014	
School closed for Easter holidays	Thursday 10 April 2014	
School closed for one day	Friday 11 April 2014	Staff training
<b>Summer Term</b>		
School opens	Monday 28 April 2014	
School closed for one day	Monday 5 May 2014	May Bank Holiday
Half-term starts	Friday 23 May 2014	
Term restarts	Monday 2 June 2014	
School closes for Summer holidays	Friday 18 July 2014, 12.15pm	School closes to students from lunchtime
School closed for one day	Monday 21 July 2014	Staff training

The School Day - 5 Periods	
<b>8.35am</b>	Registration
<b>8.55am</b>	Period 1
<b>9.55am</b>	Period 2
<b>10.55am</b>	Break
<b>11.15am</b>	Period 3
<b>12.15pm</b>	Lunch
<b>1.00pm</b>	Period 4
<b>2.00pm</b>	Period 5
<b>3.00pm</b>	End of the school day

## 8. General Information About the School

Information about the school can also be found on the website: [www.calderhigh.org.uk](http://www.calderhigh.org.uk)

All letters issued by school can be found in one of the drop-down options under the 'Communication' tab at the top of the Home page.

### 9.1 School Roll

This year there will be approximately 1241 students in the 11-18 age range of whom about 150 will be in the Sixth Form. There will be over 90 members of teaching staff and over 80 support staff.

### 9.2 Year 9 Organisation

In September 2013 there are 223 students in Year 9, and this is divided into 8 forms of about 27 students each. The forms are a continuation from Year 8: 9XA, 9XC, 9XD, 9XL, 9YA, 9YC, 9YD and 9YL. The Year Groups are spilt into 2 bands: X and Y. There is no difference in the ability-range of the eight forms

### 9.3 Year 9 Curriculum

Years 7, 8, 9 form Key Stage 3. Our aim is to provide a curriculum which has breadth and variety. All subjects are compulsory during Key Stage 3 and include the statutory National Curriculum.

During Key Stage 3 students will study a wide range of subjects on a weekly basis as follows:


English	3 lessons
Mathematics	3 lessons
Science	3 lessons
Physical education	2 lessons
Technology*	2 lessons
Learning for Life**	1 lesson
Modern Language	2 lessons
Geography	2 lessons
History	2 lessons
Religious and Social studies	1 lesson
Expressive Arts***	3 lessons
Information & Communication Technology	1 lesson

\*In Technology the 6 material areas (Food, Textiles, Graphics, Resistant Materials, Engineering and Licence to Cook) are taught on a rotation throughout the year and additional staffing enables students to be taught in smaller mixed ability groups.

\*\*Learning for Life (L4L) is a skills based programme which includes citizenship, sex and drugs education, financial capability, enterprise, rights and responsibilities and current issues.

\*\*\*Music, Art, Dance and Drama are delivered discretely within the Expressive Arts curriculum. Dance and Drama are on a half-year rotation.

Students will be provided with a Course Outline for each half term of study. This will give both students and parents the 'big picture' of the learning focus for the half term. An example of a Course Outline can be found below.

<b>YEAR 9 COURSE OUTLINE: EXAMPLE</b>  <b>Course Outline Expressive Arts Faculty (Dance)</b> <b>Autumn Term</b> <b>September to October 2013</b>	
<b>Course Details</b>	<b>Key Stage 3 Dance</b> <b>Year 9</b>
<b>Topics to be covered this half-term:</b> To learn what motifs are; To learn how to create motifs in dance; To learn what actions, space, dynamics and relationships are in dance; To explore how to develop motifs using action, space dynamics and relationships in dance; To develop choreographic skills; To improve peer and self-assessment.	
<b>Main assessment activity:</b> Students are in mixed ability groupings (form groups). Students will perform their final piece of dance for assessment. Students will be given one week's notice for when this will take place and this will be recorded in their planners (as will the grade awarded).	
<b>Homework :</b> No homework is set for dance. However students may wish to rehearse their dance outside of lesson time.	
<b>What you can do to support learning:</b> Students need to be fully equipped with pen, planner and PE Kit. If students are unable to bring their PE kit then a not should be written in the students' planner. If students have an injury or illness which will prevent them from taking part in the lesson, a not should be written in the students' planner. If an illness and injury is on going then a new note should be written in the planner weekly. This will ensure that students do not try avoiding lessons by using old notes.	
<b>Additional Information:</b> Please refer to the dance website on FROG for any updates.	

#### 9.4 Ability Setting

The purpose of setting students based upon ability is to enable all to make at least the expected progress, and many to make more than expected progress, whilst providing challenge and support where necessary.

In Year 9, students remain in mixed ability form groups across two equal bands X and Y.

As in Year 8 students are set by ability in English, Maths, Science, History, Geography and Modern Foreign Languages. However, setting in History, Geography and Modern Foreign Languages will now be at the discretion of each individual department. In History and Geography there will be one higher group and three parallel groups. As in the Core Subjects there will be 5 sets in each half year group for Modern Foreign languages with sets 2a and 2b being parallel.

Setting continues to be reviewed every term. A students' sets can vary, for example they might be in set 2 for Maths, set 3 for English, set 1 for Science and set 2a for French.

In PE, students are grouped by gender across the 4 mixed ability form groups within the half-year bands.

Design and Technology is taught on a carousel basis with students studying their three chosen disciplines in preparation for choices at Key Stage 4.

## 9.5 Homework

The aim of homework is to provide students with the experience of studying by themselves and using their initiative.

### Homework should help students:

- Practise and consolidate skills, knowledge and understanding learnt in lessons
- Develop learning and skills in a subject or topic
- Develop independent learning skills which will help students to take responsibility for how they plan and manage their learning
- By giving them experience of meeting deadlines in preparation for examination and other assessments.

### Homework Tasks

Students will be given different types of learning tasks include practice, preparation, research and independent projects. The tasks will involve students working in a variety of ways including presentations, models and essays.

### Setting of Homework

Homework tasks will be written up on the whiteboard and/or given out as printed instructions with a deadline. Students will be set homework as outlined below.

Subject	Frequency	Duration
English	Once a week	30 minutes
Maths	Once a week	30 to 45 minutes
Science	Weekly	1 hour
French/Spanish	Fortnightly	1 hour
History	Weekly	30 minutes
Geography	Weekly	30 minutes
RS	Fortnightly	30 minutes
ICT	Fortnightly	30 minutes – 1 hour
Technology	Once a half term	2 hours

Students will not be given regular homework in PE and Expressive Arts subjects. However, if students are involved in Expressive Arts performances and in PE sports teams, they will be expected to attend rehearsals and practices outside class.

### Homework Recording

Students are expected to write down homework with deadline dates for every subject in their planner. This record is important so students can learn to manage demands on their time and so your parents can check what work has been set. It is expected that parents will sign the planner to show this has taken place.

Details of homework set by all teachers in the previous week can be found on FROG on Faculty websites, Homework Schedules.

## **Homework Support**

It is expected that parents and school will help by providing where possible a quiet learning environment where students can complete homework. At school, the Learning Resource Centre (LRC) can be used before school from 8.00 am, during morning and lunch breaks and after school until 4.00 pm.

Parents can check homework set in the previous week by going on to FROG. The FROG log-in for parents is on Page 3.

## **Homework Feedback**

Teachers will check that homework is completed to a high standard. Students will be given feedback in a variety of different ways including peer and self-assessment, spoken and written comments from the teacher. Written and spoken comments will explain what has been done well as well as providing targets for progress.

When homework is not completed as required, or it is completed to a poor standard relative to the student's abilities, there are the following consequences: subject teacher detention; faculty detention and letter home.

At Progress Review, response to homework is taken into account when teachers give the 'Work Ethic' grade.

Excellent homework will be celebrated and parents will be informed through a 'Positive Postcard' or 'Positive Letter' being sent home.

## **Choices for Key Stage 4**

During Year 9, students will make important choices concerning the courses that they will study in Key Stage 4. Making the right choice is crucial, as it will determine students' futures in terms of further study and employment.

It is vital that parents/carers and students use the Key Stage 4 options booklet (available on the website) to discuss which courses are the most appropriate for the student's career plans. A Year 9 Options evening will be held on 16 January 2014.

### **9.6 Enrichment Opportunities**

Many visits and educational activities are arranged during the school year, both to enhance the curriculum and provide wider experiences for students. Such activities include: Geography and History field trips, Science and Technology themed events, Enterprise Days, visits to see a wide variety of theatre productions, French exchange and/or residential trips to France and Spain and educational/leisure/field trips out of school time: for example Ski trips, Year 8 camp, Year 10 Outward Bound trip.

### **OOSH (Out of School Hours) Activities**

A wide range of OOSH Activities are available, including.

#### Sporting

*Competitive fixtures and training sessions are offered for:*

Boys' and Girls' Football, Rounders, Boys' and Girls Rugby League, Tennis, Netball, Athletics, Cross Country, Cricket, Orienteering, Taekwondo, Fitness and Cheerleading.

We also offer recreational clubs and training for:

Basketball, Badminton, Trampolining, Table Tennis, Climbing.

#### Expressive arts

Dance Club, Lessons/groups for most types of instrument, Choir, Drama Club, Trapeze Workshop, Pace Egg Play (Easter), Band Practice, String Ensemble, Sax Group and Woodwind Ensemble.

School Shows: for example - The Mikado, Pirates of Penzance, Oliver, Joseph, Buddy, King of Shadows, Charlie and the Chocolate Factory, Guys and Dolls, Down the Rabbit Hole, Showstoppers and Calder High's Got Talent.

#### Other activities include:

Languages Club, UK Maths Challenge, Ready Steady Cook, Eco Garden, Student Voice, Debating Society, Zoo Lab, Cyber, Art Club, Science Club, Astronomer, Warhammer, Photography, Break Dance Club, Mathematics Puzzle and Games Club

Some activities take place at lunchtime; others before and after school.

### **9.7 Equal Opportunities**

Calder High School is committed to a policy of equality and cohesion for all students and staff to achieve equality and excellence for all in order to promote the highest possible standards. We comply with and embrace all relevant legislation in order to ensure that all students can access all aspects of the curriculum. A copy of our equality and cohesion policy can be found on the school website.

### **9.8 Religious Education and Collective Worship**

Religious Education and collective worship are organised and taught so as to neither exclude nor offend anyone and to include and embrace everyone. Calder High School is not affiliated to any particular religion or religious denomination. The National Curriculum requires all students to take part in Religious Education and collective worship unless withdrawn by parents who, in the first instance, should contact the Headteacher to discuss any concerns.

### **9.9 Sex and Relationship Education**

Sex Education is taught within science lessons, L4L and through the tutorial programme in accordance with the National Curriculum. At Key Stage 3 (Years 7 and 8), students will learn about the physical development of the human body and associated emotional changes. This aspect of the curriculum is taught in a sensitive manner, placing emphasis on mutual respect and care in human relationships. Parents have the right to withdraw their child from some parts of the programme by contacting the Headteacher. The full policy is available on the school website.

### **9.10 Pastoral Care**

In our community all are expected to show courtesy, consideration and common sense in caring for others, for the school and for our local community.

### **School Organisation**

This is both on a form and year basis. All children entering Year 7 at Calder High will be placed in one of eight all-ability forms, and will be allocated to a form with at least one friend from their primary school. We try, as far as possible, to make sure your child is with the same form group and tutor for all five years.

It is very important in any school, but particularly in a large one, that each child should feel secure and enjoy the confidence of a teacher who is especially concerned with their welfare and progress. This person will be the Form Tutor. The Form Tutor will be a key figure in your child's life. The Form Tutor will be a key figure in your child's life and parents should not hesitate to get in touch with the tutor about any school-related concerns. We would want maximum home-school support available for all our children.

The names of Form Tutors can be found on page 8 of this handbook.

### **Year Achievement Leaders**

Year Achievement Leaders, with their Assistants, have overall responsibility for the care of students within each year group. The Year Achievement Leaders work closely with the Senior Management Team to ensure each child receives the necessary guidance and support to help them towards a happy and successful career at Calder High School.

### **Student Council and The House of Representatives**

Representatives for each year group complete application forms to join the Council. Students in each tutor group vote for two people to represent their views in The House of Representatives.

Representatives for each year are elected by their peers. The Student Council meets with the Headteacher on a regular basis and students are encouraged to make their views known for discussion at these meetings.

### **Students' Welfare**

#### Travel to School

The school is served by a number of special bus services. These cover much of the catchment area of the school and provide a safe means of transport to and from school for many students.

#### Bus Passes

Forms for bus passes for late entrants who qualify may be obtained from the Student and Student Services, Calderdale MBC.

Passes are automatically renewed each year, provided there is no change of address.

In the case of a lost pass, parents should immediately inform Metro on 0113 3481 122. A replacement pass will be issued on payment of a £5 fee, which can be paid over the phone.

Further details about bus passes and school travel information, including timetables can be found at: [www.generationm.co.uk](http://www.generationm.co.uk)

#### Care of Personal Property

All clothing (and personal possessions, where possible) should be marked with the owner's name in clear marking ink, or preferably with name tapes. Lost property cannot easily be traced unless it is clearly marked.



Money and valuables must never be left in clothing or bags in the cloakrooms or changing rooms, and students who bring such things to school do so at their own risk.

Anything valuable may be left in the care of any member of staff. There are special arrangements for the care of valuables during PE lessons. Expensive jewellery should not be brought to school. Mobile phones and personal stereos will be confiscated.

Lost property may be claimed from the Student Services office.

### Medical Care

During the student's school career, there are regular hygiene inspections. The BCG Vaccination to increase resistance in adolescence to TB is available for all Year 8 students. Polio and Tetanus boosters are available for Year 11.

Statutory checks are now required as follows:

- Year 9: medical and eye tests
- Year 11: eye tests.

If other treatment seems necessary you will, of course, be notified in advance. The School Office should be informed when students need to take medicines regularly in school time.

The school nurse visits school once a week and is available for students who wish to discuss medical-related problems with her. Students should ask their Year Achievement Leader about this.

### School Meals

Meals are provided in the School Diner which operates a cashless system.

*AllPay* is our Cashless Catering system. This system incorporates the latest technology and eliminates the need to carry cash throughout the day. The system is a biometric system and this enables students to 'pay' for lunch using either a swipe card or by scanning their finger.

Payment for meals is made in advance using one of the following methods:

- Cash (at local paypoints)
- Online payments
- Telephone payments using a 24 hour telephone number

The system incorporates automatic free school meal (FSM) allocation to student accounts and this enables FSM students to remain anonymous.

A cashless system discourages the misuse of dinner money through spending in shops outside of the School grounds and will alleviate problems such as loss of money.

Parents will be asked to inform the school at the beginning of the year of the lunchtime arrangements they wish to apply to their children. If sandwiches are brought from home, arrangements to that effect should be made beforehand and students are then required to stay on the school premises for the whole of lunchtime. Students in Years 7, 8, and 9 must not leave the premises at lunchtimes. Students in Years 10 and 11 must have written permission from parent/guardian to leave the premises. They will be issued with a pass.

Free School Meals are available for school children of parents or guardians who receive one of the following:

- Income Support.

- Job Seeker's Allowance (income based).
- Child Tax Credit, and have an annual income of less than £16,190 (as assessed by Her Majesty's Revenue and Customs).
- Guarantee Credit element of Pension Credit.
- Support payments under Part VI of the Immigration and Asylum Act 1999.

Application for assistance to provide meals should be made to the Benefits Assessment Unit, Finance Department, Princess Building, Halifax, HX1 1TP or telephone: 0845 245 8000 or go to the following website <http://www.calderdale.gov.uk/advice/benefits/schoolmeals/index.html>



## **10. Standards of Behaviour, Conduct and Uniform**

### **10.1 Behaviour for Learning**

We want students to enjoy a safe and productive time at Calder High School. This requires good behaviour and a responsible attitude from all of our students. We will recognise, celebrate and reward behaviours and attitudes that support good learning and show a positive contribution to our school.

#### **Our Expectations**

- Care for and support each other (students and staff);
- Aim High;
- Learn to be good citizens;
- Develop into exceptional people;
- Effort in everything we do;
- Respect for others – students, staff, visitors and our shared environment.

#### **Our School Rules**

- Meet our expectations at all times;
- Follow all instructions first time – every time;
- Move around the school calmly, quietly and safely – keep to the left;
- Wear your school uniform correctly and with pride. Outside coats must not be worn whilst sitting in the diner;
- Always bring equipment, PE kit, your planner and a bag to put it in;
- Put all litter into the bins provided – do not litter the fields or grounds;
- Mobile phones and other electronic equipment must not be used inside the building;
- At busy times, unless you are eating, you may be asked to leave the diner.

Good behaviour and effort is to be recognised, celebrated and rewarded at Calder High School.

In lessons, Form Tutor period or assemblies and around the school, students can earn merits (marked in your planner – no planner – no points!). Students can also get a merit for exceptional contributions – such as performing, sport or for good deeds. Students should be aiming to earn a merit in each lesson every day and some more around the school.

Merits (in planners) can be exchanged for rewards in our Rewards Shop. Students can choose to 'save-up' for more valuable rewards – it's their choice!

Merits will be monitored during Form Tutor period.

A range of other positive rewards for good or improved behaviour, good or improved attendance or punctuality will also occur.

Students will be asked about their ideas for good rewards.

So, students should be:

- Prepared to learn at school (equipment);
- Ready to learn (attend well and on time – including to lessons);
- Well behaved, helpful and polite;
- A good example to others;
- In correct uniform at all times – including on the way to and from school.

We will need to give students other instructions from time to time. This may be in class or elsewhere. Please remember first time – every time!

## Consequences and Sanctions for Poor Behaviour

It is clear that the school needs to respond to those who fall short of our expectations and those who show poor behaviour.

	Consequence or Sanction	Typical Incidents
<b>C1</b>	Verbal warning	Low level disruption (chatting etc)
<b>C2</b>	Second warning. Sent out of classroom (max 5 mins)	Continued low-level disruption, initial refusal to follow instructions
<b>C3</b>	Faculty detention (30 mins)	Continued disruption and/or refusal to follow instructions, unsafe behaviour. No PE kit.
<b>C4</b>	Remove Room – also includes a Faculty detention	Continued disruption and/or refusal to follow instructions, unsafe behaviour. More serious incidents
	Year Group (YAL) detention (45 mins)	Failure to attend or behave in Faculty detention. 3+ Faculty detentions per half term. Incidents at break (duty team) or in Form period.
	Senior Staff (Headteacher's) detention (up to 60 mins)	Abusive to staff. Smoking on site. Out of bounds.
<b>C5</b>	Alternative to Exclusion (A2E), Behaviour Contract, Fixed Term Exclusion	Repeated failure to respond to above sanctions by improving behaviour or a 'one-off' serious incident. Use of bad language in the hearing of a member of staff.
Our staff will always use these sanctions with care and sound professional judgement. Should a student's behaviour cause concerns beyond those above then the School may refer them to a Governors' Disciplinary Hearing or seek a Permanent Exclusion from Calder High School.		

### During lessons students should:

- Always arrive on time and be prepared to learn;
- Wait outside the classroom without blocking the corridor/space;
- When called in, enter safely and quietly go to your seat;
- Remove any outside coats and jackets; place them out of the way;
- Avoid leaving bags and coats where people could trip over them;
- Be prepared to move seats if asked to – without fuss;
- Be ready to learn by having their equipment and planner out;
- Settle quickly and await instructions;
- If they need help or wish to ask a question they should simply raise a hand – the teacher will attend as soon as possible;
- Always try their best and not be afraid to have a go – they're learning;
- Always respect the views and answers given by others even if they strongly disagree;
- Remember they are in a class of 20-30 others – take care not to stop others from learning – they have rights too;
- If someone is causing them a problem then tell the teacher or other adults – do not take the law into your own hands;
- Use school equipment safely and with care, always return it as directed;
- Drink plain water only – in some lessons this may not be allowed due to

- health and safety – they will need to bring their own water bottle;
- Not start to pack-up before they are asked to do so.

## Safety

We try very hard to make Calder High School safe for everyone.

A lot of our behaviour rules are there to keep us all safe. Here are some other rules:

- Students should remain on site at break times. Only Year 10 and Year 11 students are allowed off site at lunchtime if permission has been given by parents or carers and they show their pass.
- If the fire alarm sounds – students should stop what they are doing and follow the teacher's instructions immediately, calmly and without fuss. We will conduct a Fire Alarm practice from time to time – **ALWAYS ASSUME IT IS FOR REAL.**
- If someone is hurt or injured students should tell any member of staff – tell them where they are and what's happened.
- Students should always walk on the left-hand side of corridors and stairs and not run or push others.
- If a student sees someone doing something dangerous they should tell a member of staff immediately.
- Students should listen to and follow all safety instructions given in class, assembly and elsewhere – they are there to protect you.
- Students should always cross roads to and from school with care, pay proper attention to traffic and cross promptly when it's safe to do so.
- If a student is ill or has an accident they should go to the medical room for help. They will not be able to be given medicines or pain-killers unless they have been properly prescribed.
- Students should not bring: dangerous items, alcoholic drink, tobacco or other drugs to school or come to school intoxicated or under the influence of drugs.

## 10.2 Home/School Agreement

Calder High believes in partnership. Good education can only happen if everyone works towards the same aims.

Each of us has a part to play. This statement of rights and responsibilities is our contract with each other.

	<b>School will:</b>
<b>Learning and Teaching</b>  Our students are entitled to the highest possible standards of learning and teaching.	<ul style="list-style-type: none"> <li>• Offer a curriculum designed to challenge and motivate students.</li> <li>• Ensure that the work set is well prepared and appropriate to each child.</li> <li>• Track students through regular monitoring and assessment.</li> </ul>
<b>Behaviour and Attitude</b>  The school has high expectations with regard to behaviour and attitude.	<ul style="list-style-type: none"> <li>• Enforce a Behaviour Policy which aims to create a safe and caring environment for all students.</li> <li>• Ensure staff, students and parents are aware of the high standards of behaviour that are expected.</li> <li>• Create a positive attitude to both learning and caring.</li> </ul>
<b>Attendance and Punctuality</b>  It is the legal responsibility of parents to send their children to school regularly and punctually.	<ul style="list-style-type: none"> <li>• Contact you if there are concerns about your child's attendance and punctuality.</li> <li>• Create an atmosphere that encourages students to want to attend school.</li> </ul>

<b>Information and Communication</b>  Good communication between home and school is essential. Both school and home have a duty to inform one another about any issues that might affect a child's work or behaviour.	<ul style="list-style-type: none"> <li>• Be welcoming and offer opportunities for parents/carers to be involved.</li> <li>• Offer parents opportunities to discuss and set targets for their child.</li> <li>• Make sure that parents have information about their child's progress, behaviour and general school matters.</li> <li>• Get back to you in a timely manner.</li> <li>• Communicate with you through the planner.</li> </ul>
<b>Homework</b>  Learning at home is an integral part of helping students to achieve.	<ul style="list-style-type: none"> <li>• Set, mark and monitor homework regularly in accordance with School Policy.</li> <li>• Provide information on home-based learning activities and on how to help students to succeed.</li> </ul>
<b>Preparedness for Learning</b>  Being prepared is essential to learning and teaching.	<ul style="list-style-type: none"> <li>• Where possible, ensure that all lessons are well planned, prepared and matched to the needs of your child.</li> </ul>

<b>Parents will:</b>	<b>Students will:</b>
<ul style="list-style-type: none"> <li>• Take an interest in their child's learning.</li> <li>• Have high expectations that mirror those of the school.</li> <li>• Encourage participation in class activities and off site visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive at school ready to learn.</li> <li>• Work to the best of their ability in all lessons.</li> </ul>
<ul style="list-style-type: none"> <li>• Support the school's Behaviour Policy.</li> <li>• Work with the school to make sure that my child behaves well.</li> <li>• Have a positive attitude to good behaviour at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the school's Behaviour Policy and Code of Conduct.</li> <li>• Show respect for others both in and out of school and travelling to and from school.</li> </ul>
<ul style="list-style-type: none"> <li>• Talk to the school if my child is worried about attending school or if something happens to affect my child's learning.</li> <li>• Avoid taking my child out of school during term time.</li> <li>• Make sure that my child is on time for school every day.</li> <li>• Inform school as soon as possible if my child is to be absent from school.</li> <li>• Support School Policy with attendance and punctuality sanctions.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend school every day and arrive on time.</li> <li>• Be on time for all lessons.</li> </ul>
<ul style="list-style-type: none"> <li>• Inform school of any circumstances that may affect my child's ability to learn effectively.</li> <li>• Attend parents' evenings.</li> <li>• Respond promptly to any correspondence when required to do so.</li> <li>• Encourage the use of the virtual learning environment and website.</li> <li>• Make appropriate contact using Parent Enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk with parents and teachers about any worries regarding school.</li> <li>• Take home reports and other correspondence from school and give them to parents/carers.</li> </ul>
<ul style="list-style-type: none"> <li>• Make every effort to support their child's learning at home.</li> <li>• Read and sign the School Planner when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete homework on time and to the best of their ability.</li> <li>• Do some independent studying to reinforce the work done in the classroom.</li> </ul>
<ul style="list-style-type: none"> <li>• Make sure that their child wears the correct uniform every day.</li> <li>• Make sure that their child has all the equipment that they need for their lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Wear the correct uniform in the correct way every day.</li> <li>• Have the correct equipment and books for their lessons.</li> </ul>

### 10.3 School Uniform



- Royal blue jumper, including the school badge, for Key Stage 3. Royal blue jumper or black jumper/cardigan, including the school badge, for Key Stage 4. Jumpers should be worn throughout the school day.
- Students in current Years 7 – 10 should wear the school jumper at all times around school, in assemblies and in lessons.
- In hot weather, school will declare 'no jumper' days. Students may ask to remove a jumper in class but it should be worn when leaving the room.
- Silver/royal blue tie for Key Stage 3 and black/royal blue for Key Stage 4 – Velcro ties available in school.
- White standard school shirt. Shirts should be tucked in with top buttons fastened and ties worn appropriately. (Approximate size of an A4 piece of paper). Fitted blouses and polo shirts are not acceptable.
- Underwear, including bras and T-shirts, should not be visible under the school shirt by being a different colour from the shirt.
- Black School Skirt: This should be a sensible length, approximately knee length. (Very short, long or tight skirts are not acceptable.)
- Plain black opaque tights only (no patterns or colours). No leggings, footless tights with socks or tights.
- Black School Trousers (tailored) with a plain black belt if required: (Tight fitting, ski type trousers, cargo-combats, varieties of leggings, jeans and wide bottomed flares are NOT acceptable. Trousers with rivets will be classed as jeans.
- Hijab (all plain black)



- Plain black leather or leather-effect shoes with plain black shoe laces that are safe and suitable for school.

Please encourage your child to wear a plain coat, suitable for wet and cold weather, to wear to and from school and at lunchtime. Outdoor coats are not to be worn in the building.

**Make-up** is not acceptable. We do not allow nail extensions, false nails or eyelash extensions.

**Jewellery** is limited to a watch and one stud in each ear. **Health and Safety** considerations mean that other items of jewellery including ear 'stretchers' and 'tapers' are not allowed. (No other facial jewellery is allowed including tongue/nose/eyebrow studs/bars). The school will temporarily confiscate inappropriate items of jewellery and valuables and may contact parents if this becomes an issue.

**Hair:** Parents should be aware that we do not permit extremes of fashion in student hairstyles or dress. Hair decorations are NOT allowed. Added hair colours must be subtle and in a range of natural hair colour and restricted to one colour. Hair braiding is only acceptable without beads or accessories. Close shaved heads, ie below a number 2 and patterns cut into hair and eyebrows, are not acceptable. We do not allow hair extensions.

### School Uniform Suppliers

The school uniform is available from our normal suppliers: Shaw Hardcastle (3 Old Market, Halifax, HX1 1TJ) and The Uniform Shop (25 Union St, Halifax, HX1 1PR). Both suppliers will be able to offer the full range of uniform items but there may be some variation in prices. Items such as the white shirt, black skirt and black trousers may be sourced more economically from local superstores.

Velcro ties are available to purchase from The First Aider/Pastoral Administrator in school at £4.25.

### Lost Property

To ensure any lost items can be returned to your child, please label with your child's name.

### PE Kit



### PE Tops

- Calder High T-shirt
- Multi-sports outdoor shirt for boys (optional for girls)



- Calder High fleece - outdoor top for girls (not suitable for rugby or football)

#### **Other PE Kit Items:**

- Calder High navy blue shorts;
- Navy and royal blue hooped football socks.

All essential PE Kit can be purchased from The Uniform Shop (address shown above).

#### **For GCSE Dance:**

Plain T-shirt and leggings.



**Thank you for all your support in ensuring our students come to school wearing their uniform appropriately.**

**Staff, students and the community, have recognised the pride with which Calder High students wear their uniform and what a positive image they reflect.**



## 10.4 Anti-Bullying Policy

Students have the right to come to school without the fear or worry of being bullied. Bullying can happen in many ways, **it is always unacceptable**. Bullying happens when someone is made to feel hurt or is actually hurt on purpose by others. No one has the right to bully - it will not be tolerated.

Typical types of bullying are:

### Cyber

- Text message bullying
- Pictures and video clips - on mobile phones, etc.
- Email bullying
- Social networks (Facebook, etc.) and instant messaging (IM)
- Website misuse to bully
- Never post personal information and photographs on social networking sites

### Emotional

- Being unfriendly, excluding or ignoring, tormenting (making threats/gestures)

### Verbal

- Name-calling, sarcasm, spreading rumours, teasing or taunting

### Physical

- Pushing, hitting, kicking, grabbing or other physical harm

### Racist

- Racial taunts, comments, graffiti, gestures, mocking or 'jokes'

### Sexual

- Unwanted or inappropriate physical contact, gestures or sexually abusive comments

### Homophobic

- Any of the above in relation to someone's actual or believed sexuality

### Disability

- Any of the above in relation to someone's actual or believed disability

Bullies rely on you being too scared or worried to report it. We also know it can be hard or embarrassing for students to report it. It is so important that students do report bullying to us so we can stop it.

Students can report bullying or any other concerns by:

1. Telling a member of staff, or any adult they know or trust - it could be:

- Their Form Tutor
- Their Year Achievement Leader (YAL)
- A class teacher
- Any other adult they know

2. They could log on to Frog and use Calder Line:

- They can do this from school, home or elsewhere
- They can say who they want to deal with it
- They can use it at any time outside of school hours or days
- It is totally confidential and secure

3. They could use Post Line:

- Students write their concern on any piece of paper
- The Post Line box is bright yellow on the right hand side exit wall from the LRC
- They can say who they want to deal with it
- It is totally confidential and secure

If they want us to get back to them and help them personally, we will need to know their name.

If they just want to report a general problem or to ask us to look into a problem then they do not need to give their name.

All students should know that staff have a duty to refer certain information on to specially trained staff. They are able to ensure that students get the best help, support and guidance. They will be told by staff if that is what they are going to do. The specially trained staff are:

- Mr A Taylor;
- Mrs N Baxter;
- Mrs A Gregory (Calder VI).

## **10.5 Illness, Accidents and Signing Out**

### **Illness and Accidents**

If students feel unwell or have an accident they must tell a teacher straight away. If this is an emergency, they will be sent to the First Aid Room where a trained First Aider will take care of them and will contact parents if necessary.

Under no circumstances should students leave the school or go home without permission.

At Calder High School we have a group of First Aid trained staff.

**Our First Aid staff are not trained to make a medical diagnosis and students may require medical treatment following First Aid.**

If medical assistance is required we will call for an ambulance and inform parents. **Please make sure you keep your contact details up to date.**

If emergency medical assistance is not necessary, students return to lessons as soon as they feel able to.

Students will receive a yellow slip which notifies parents that they have received First Aid and were able to return to lessons.

### **Medical Conditions**

If a student has an on going medical condition that requires staff to be aware, parents should contact Mrs J Bottomley the School First Aider to arrange a Health Plan. This will enable School to support students with any additional need they may have and offer relevant training to staff supporting them.

Broken limbs/mobility issues and other medical conditions: Please contact Mrs J Bottomley (School First Aider) to arrange a Health Plan.

### **Distribution of Medicine**

If you need to take medicine at school, please contact Mrs J Bottomley and she will arrange for the necessary documents to be sent out. This will enable us to provide a safe environment for students to administer their medication. School should always be notified of medical conditions.

Please do not ask for school to give you any medication as we are not allowed to.

### **Signing Out**

It is best to make medical appointments outside school hours. If students need to leave school during the day for any reason they should bring a note from their parents in advance of the date.

Students must sign out at Student Services. If they return to school later on the same day they must sign in again.

### **10.6 Attendance and Punctuality**

'Call Parents' is our automatic system that lets parents or carers know if students have not been registered at school.

Students should:

- Attend school every day and arrive on time;
- Ensure that they are in class, form group or assembly on time;
- Answer their name clearly to help ensure that no mistakes are made;
- In assembly, sit with their form group in register order;
- If they miss registration or think they were not marked as present, speak to their teacher straight away or go to Student Services;
- If they are late to school sign in at Student Services;
- If they do not get an attendance mark they may be sent to Student Services to explain why;
- If they know they will be away or late to school, they should have a signed note from their parents or carers in their planner.

### **Parent Guide**

All lessons including morning and afternoon registers are electronically marked each day. It is therefore important that school is notified about all absences or lateness as early as possible.

Mrs Lindsey Helliwell our Student Support Manager can be contacted by any of the following ways:

E-mail:

[absence@calderhigh.calderdale.sch.uk](mailto:absence@calderhigh.calderdale.sch.uk) or  
[lindseyh@calderhigh.calderdale.sch.uk](mailto:lindseyh@calderhigh.calderdale.sch.uk)

- By direct dial 01422 889900 (messaging facility available) or Mobile 07970 730 122
- Notes can be sent via the pages in the student planner for the attention of Mrs Lindsey Helliwell.

## First Day Absence and Late Messaging System

It is imperative that we are notified about all known absence or lateness as soon as possible.

*Call Parents* can reduce unauthorised absence and improve 'Lates'. It will send an automated telephone call or text message and parents are asked to respond by the same manner. Repeated calls are delivered until a response is received.

There is strong evidence to show that academic progress is affected even by relatively short absences. We do not authorise leave for students during term time other than in exceptional circumstances.



## Attendance Matters

Children are required to attend school for 190 days each year. At Calder High School we are constantly striving to provide your child with the best possible opportunities for achieving a high level of academic and personal success.

With this in mind, one quality which all colleges, training providers, universities and employers value highly is attendance and punctuality. This is especially so due to the current financial recession in the UK.

Our school target is for all students to reach at least 95% attendance. In order to attain this target, students need to be in school for at least 37 of the 39 weeks of the school year.

Please support us and your child to achieve their maximum potential by continuing to ensure they attend school every day on time.

## Every Day Counts

Attendance Percentages as missed days and lessons from school -

Attendance during one school year	Equals number of days absence	Which is approximately weeks absent	Which means this number of lessons missed	Absence over 5 years
95%	10 Days	2 Weeks	50 Lessons	¼ Year
90%	19 Days	4 Weeks	100 Lessons	½ Year
80%	38 Days	8 Weeks	200 Lessons	1 Year
70%	57 Days	11.5 Weeks	287 Lessons	1½ Year
60%	80 Days	16 Weeks	400 Lessons	2 Years
50%	100 Days	20 Weeks	500 Lessons	2½ Years

The Department of Education (DfE) research suggests that 16 days absence or 92% attendance in any one year equals a full GCSE grade drop in attainment.

We will keep you informed of your child's progress and will inform you of any concerns. If your child's attendance drops below our targets, or their punctuality is persistently poor, then parents will be asked to attend Attendance Clinics/Panels with the School and our Education Welfare Officer (EWO).

Please be aware that students will become a Persistent Absentee (PA) if their attendance is 85% or below. This is a new government policy change from 1 September 2011. Our Education Welfare Officer will be informed of all our PA students.

## Celebrating Good Attendance

Achieving 100% Attendance is an achievement in itself and we celebrate this commitment to learning.

At Calder High School we celebrate good attendance in a variety of ways:

- Postcards home every half term if 100% attendance is achieved
- Recognition at Celebration Assemblies and Awards Evenings
- Rewards through merits
- Celebration lunch with the Headteacher at the end of the year
- Weekly prizes for the Form with the best attendance
- Acknowledgement in Year Achievement Newsletters
- Recognition in Forms for having the best attendance in a form
- Letters of achievement when attendance is acknowledged as improving

We also try to incorporate attendance into the curriculum and Learning for Life.

## Illness/Absence Reporting

**If your child is ill, or is absent due to other reasons, please let us know by telephoning 01422 889900 (messaging facility available) or Mobile 07970 730 122.**

Failure to inform us **within 3 school days** of any absence will lead to the absence being recorded as an Unauthorised Absence. Please consult with the School Attendance Manager (Mrs Lindsey Helliwell) on this matter. If a number of this type of absence occurs, Educational Welfare Services will be notified.

## Medical Appointments

Please try to arrange, where possible, medical appointments in the holidays or after school hours to avoid a further drop in your child's attendance. **With this in mind, evidence of appointments during school time will be required in the form of a medical card or appointment card/letter.**

Also, to safeguard all our students, they will be expected to sign out at the Student Services Office before receiving an exit card (orange slip) issued by the receptionist. Students will not be allowed to leave school without this card.

**Please note, students from Years 7 & 8 should be collected for appointments. They will not be allowed to leave school on their own.**

## Holidays in Term Time

### Change to legislation concerning term-time holidays

### The Education (Pupil Registration) (England) Regulations 2006

Amendments have been made to the 2006 regulations in the **Education (Pupil Registration) (England) (Amendment) Regulations 2013**. These amendments, as described below, will come into force on 1 September 2013.

Until 31 August 2013, The **Education (Pupil Registration) (England) Regulations 2006** allowed Headteachers to grant leave of absence for the purpose of a family holiday during term time in "special circumstances" of up to ten school days leave per year. Headteachers could also grant extended leave for more than ten school days in exceptional circumstances.

Amendments to the 2006 regulations, which came into force on 1 September 2013, remove references to family holiday and extended leave as well as the statutory threshold of ten school days.

The amendments make clear that Headteachers **may not** grant any leave of absence during term time unless there are **exceptional circumstances**. Headteachers should determine the number of school days a child can be away from school if the leave is granted.

### **Policy at Calder High School**

It is Government, Local Authority and school policy that students do not take holidays during term time because of the impact of absence on learning.

**We strongly advise parents to avoid taking their children out of school for holidays during term time.** Should parents still wish to do so, a 'Leave of Absence Request' form should be completed and returned to the school. Requests for holiday absence will only be approved in **exceptional circumstances** and if the request is not approved, any absence for a holiday subsequently taken will be recorded as 'unauthorised holiday'.

A 'Leave of Absence Request Form' can be collected from the school reception. If you wish to speak to the school about an absence request before submitting a form, please contact Mr A Taylor, Deputy Head on the school number.

Any unauthorised absences could result in a Penalty Notice served from the Local Authority and fines of up to £60 per child. If this is unpaid within 12 days, this increases to £120 per child.

### **Punctuality**

**In terms of punctuality, please remember that all students should be on the school site by 8.30 am in order for them to reach their Form room or assembly by 8.35 am prompt.** If a student is late twice in one week, they will be issued with a Form Tutor detention.

Penalty Notice fines can be issued if lateness becomes a regular problem.

### **Students out of School During School Hours**

If students are absent during the day, they are not permitted to be in a public area. If leaving school they must have an orange slip from Student Services authorising their temporary absence.

'Local Authorities have the power to prosecute parents of students found in a public place during school hours after being excluded from school. The fine is up to £1000'

'Parents are responsible for making sure their children 'of compulsory school age' receive a suitable full-time education.'

'If a child 'of compulsory school age' fails to regularly attend the school at which they are registered parents may be guilty of an offence.'

(DfE Guidance on Parental responsibility November 2013).

### **Key Words**

#### **Authorised Absence**

When a student is ill and a Parent has contacted the school to confirm the absence and if the school accepts the reason given.

### **Unauthorised Absence**

If the authenticity of illness is in doubt, schools can record the absence as unauthorised absence. Parents will be advised of the schools intention. Schools can request Parents to provide medical evidence to support absence on the grounds of illness.

In addition, if no explanation is received for an absence, we will endeavour to establish the reason for a student's absence from School. Until a reason is obtained, the absence must be recorded as unexplained. If no reason for absence is provided after a reasonable amount of time, students will receive an unauthorised absence mark which may contribute to a Penalty Notice.

### **Education Welfare Officer – EWO**

Education Welfare Officers work for Calderdale Council. They work to support schools, students and their families with attendance and punctuality concerns.

### **Penalty Notice**

When a student has 20 unauthorised absences, which include being late after registration closes. These can also be issued for unauthorised holidays in term time.

### **Attendance Panel, Attendance Clinic, Governors Attendance Panel**

Meetings held in School to discuss your child's attendance and how, as a school, we can support families to improve attendance. Also starts a 12 week monitoring process for legal action.



# 11. Marking Policy and Practice

## Introduction:

Marking work and providing written feedback is one of the key strategies used to assess student work and progress.

Teachers mark students' work to:

- help students to make progress by identifying the specific next steps that need to be taken to further improve the quality of work;
- assess development in skills, understanding and knowledge;
- provide motivation, appreciation and encouragement;
- inform teachers' planning

It is important to note that:

- not every piece of student work will be marked;
- some marking takes place in classrooms with the teacher working with a student or group of students;
- self and peer marking also takes place;
- checking of work through a tick indicates the teacher is aware of the completion of/quality of work;
- a brief comment may be used to acknowledge effort and achievement or to challenge untidy or incomplete tasks;
- reward stamps will be awarded for quality and effort in line with our rewards policy.

## Formal Assessment and Marking

- **Formal Assessments** will be carried out at least every six weeks and should provide students with:
  - NC level/GCSE grade/A level grade;
  - Detailed feedback and advice on how to improve.
- **Formal Marking** will be carried out at least every three weeks and will provide students with:
  - levels/grades for key pieces of class work or homework;
  - comment/grade on effort and presentation;
  - advice on how to improve;
  - merits as appropriate.

## Student Response

- We are encouraging students to reflect and respond to marking and assessment. The following strategies should be used:
  - time in class after key pieces of marking to ensure students read and follow advice;
  - space at the end of a comment for students to write targets, corrections etc;
  - work in green pen showing students responding to advice and demonstrating progress in identified knowledge, skills and understanding;
  - focus from teachers to check corrections are done, comments like "see me" are acted upon and advice is followed by students in future work.

## Correcting Spelling, Punctuation and Grammar

The following standard codes are used when correcting work. You do not need to correct every mistake. It may be more useful to focus on a particular area in each piece of work. The important thing is that students learn from their mistakes.

- Sp spelling error, focus on marking words repeatedly misspelt (correcting only the first misspelling) and on key words. Correct spelling noted in margin.
- circle incorrect or missing punctuation and grammar points, state in margin or by error correction needed
- ^ word or letter missed out
- // new paragraph needed
- ? meaning unclear

### **Standards of Presentation**

We want to improve standards of presentation and engender students' pride in their work, so:

- Books should be graffiti free;
- Books should have target/progress sheets in them which are regularly completed;
- All work should be dated and titled to identify class work, homework, test.
- Headings should be underlined with a ruler;
- Written work should be in black or blue pen and drawings in pencil;
- Loose sheets should be promptly stuck into books or kept in a separate folder;
- As a rule of thumb, the front of books should be for "best work" which is marked and the back for rough work/drafting

## 12. Understanding your Child's Progress Review and Report

### How is my child doing?

The most important function of a Progress Review or Report is to provide clear information to parents\* about the progress of their child(ren). If you are unclear about any aspect of your child's progress or response to learning, we invite you to contact school on:-

[parentenquiry@calderhigh.calderdale.sch.uk](mailto:parentenquiry@calderhigh.calderdale.sch.uk)

### National Expectations

In order to provide some context for the grades you see on your child's Progress Review or Report, the following information shows national average performance for identified year groups.

End of Year 6 – Level 4B  
End of Year 7 – Level 5C  
End of Year 8 – Level 5A  
End of Year 9 – Level 6B

For a student who reaches 6B at the end of Key Stage 3, minimum expected progress would lead to a grade C at GCSE.

### Our Expectations – Time to Aspire

We use the following language when discussing targets with students and parents:-

**Minimum Expected Progress:** this means that a student makes 3 levels of progress between Key Stages 2 and 4, (from starting Year 7 to the end of Year 11). For example, a student progresses from an average of Level 4 at Key Stage 2 to a grade C at GCSE. There may be exceptional cases where a student is set a target which expects less progress than this.

**Good Progress:** this means that a student makes 4 levels of progress between Key Stages 2 and 4. For example, a student progresses from an average of Level 4 at Key Stage 2 to a grade B at GCSE.

**Outstanding Progress:** this means that a student makes 5 or more levels of progress between Key Stage 2 and 4. For example, a student progresses from an average of Level 4 at Key Stage 2 to a grade A at GCSE. For six levels of progress a student would progress from a level 4 to an A\*.

A *Progress Ready Reckoner* is included (see page 35), so you and your child can explore different routes forward.

Targets are reviewed every time your child's progress is monitored. This will always be done in consultation with students. We want our students to feel motivated and encouraged by their targets and not weighed-down by a feeling of unreasonable expectation.

### Target Grade

Target grades are set based on:

- prior attainment from Key Stage 2 (the average points score of English and Maths in Years 7 – 9 and of English, Maths and Science in Years 10 and 11);
- the progress a student has made since Key Stage 2, so that the progress is accelerating beyond what might usually be expected is built into raised expectations for the future;
- how students make progress nationally. For example, 77% of students nationally who scored level 5 at Key Stage 2 went on to achieve a grade B, A or A\* at GCSE. There is no reason, therefore, why our students at that level should be achieving lower than that.

## Work Before Success

The only place where 'success' comes before 'work' is in the dictionary. It is very important that our students do not see that their targets, once declared, will miraculously come to pass without their intervention. Sustained resilience, determination, commitment and graft will be needed to ensure that our students go on to do what many Calder students do each year: achieve more than they ever thought was possible.

## Projected Grade

Teachers use a variety of methods to assess your child's progress, including responses to homework, class work, assessments and contributions in class. Using this evidence, and assuming that a student's current work ethic will continue at the present rate, the projected grade is the grade a student is likely to achieve at the end of the course. There are a number of reasons why a Projected Grade may be uncertain or change over time. For example, if a student's progress is erratic, or if a student excels on one part of a course, but struggles in another it can be difficult to predict the eventual outcome.

## Course Content

Course Outlines are issued to students each half term. Students are asked to stick these into books or bring them home as a separate document so that parents can see what topics and learning activities will be taking place in the next part of the course.

## Work Ethic

A1 – 4 scale is used and this is explained below:

1. A student with an **Outstanding** work ethic is one who meets all of the **Good** criteria and:
  - ✓ Actively requests teacher input about 'next steps' and incorporates it into their work;
  - ✓ Actively seeks or undertakes enrichment and/or extension work;
  - ✓ Demonstrates interest in lessons through questioning;
  - ✓ Initiates class discussions;
  - ✓ Is achieving at or above minimum expectation.
2. A student with a **Good** work ethic is one who:
  - ✓ Incorporates teacher advice about 'next steps' into their work;
  - ✓ Readily joins in class discussions;
  - ✓ Responds positively to other students;
  - ✓ Takes pride in the presentation of their work;
  - ✓ Hands homework in on time and completed to the best of their ability;
  - ✓ Is always fully equipped;
  - ✓ Is always on time to class and is ready to learn;
  - ✓ Is achieving at minimum expectation but could stretch further.
3. A student with a **Needs Improvement** work ethic is one who:
  - ✓ Shows little sign that feedback from teachers has been noted or incorporated into their work;
  - ✓ Completes class and homework but to a minimum standard and below potential;
  - ✓ Participates in class discussions when prompted by the teacher;
  - ✓ Usually brings correct equipment;
  - ✓ Usually on time to class and is usually ready to learn;
  - ✓ Is at risk of underachieving.
4. A student for whom we have **Serious Concerns** regarding their work ethic is one who:
  - ✓ Shows little sign that feedback from teachers has been noted or incorporated into their work;

- ✓ Is distracted when completing work;
- ✓ Is reluctant or refuses to participate in class discussion or other activities;
- ✓ Persistently avoids engagement with the course and related homework, even when directed;
- ✓ Is underachieving.

### **How well is my child doing in this 'new' subject?**

Comparing attainment and progress in subjects that have been studied for many years with 'new' subjects can be challenging.

One of the many exciting parts of moving to secondary school is enjoying and succeeding in a whole new range of learning experiences and new subjects.

Expressive Arts, Modern Foreign Languages and Technology have elements that will be familiar to our students, but study will be in greater breadth and depth.

When you receive a Progress Review or Report, how can you judge how well your child is doing in a 'new' subject? The following notes may help.

### **Modern Foreign Languages (MFL)**

Students move to secondary school with a varied background in language learning from their primary schools. Some have had lessons every week for one or more years, whilst others have focussed on songs and games for a short period of time only. In some cases, students have learnt a different language from the one that they are now studying in secondary school.

All Year 7 students begin their learning and assessment in languages on **Level 1**, where they use and recognise single words.

**Level 2** shows understanding of and creating very short and simple sentences.

**Level 3** students begin to create more sentences and include their own opinions.

**Level 4** builds on this through understanding and producing longer, more complex sentences using connecting words to lengthen sentences and giving reasons for their opinions.

**Level 5** is achieved when students are able to use and recognise another tense (past or future) with the present tense.

**Level 6** combines past, present and future tenses with justified opinions and more complex sentences.

**Level 7** requires students to use all of their previously learned language in an independent and creative way.

### **Expressive Arts**

Our students may have had little formal exposure to Expressive Arts – Dance, Drama, Music and Art – in primary school and work may not have been formally assessed.

Expressive Arts is a rich and vibrant part of the Calder High School curriculum with students attaining well and progressing strongly. Many students enrich their curriculum experience by participating in a wide-range of extra-curricular activity.

Baseline tests are completed in all subject areas in Year 7 to establish prior knowledge and skill. Students are also given termly assessments, the outcomes of which are recorded on the Expressive Arts page in the KS3 planner.

### **Design Technology (DT)**

Our students may have little formal exposure to Design Technology – Catering, Textiles, Resistant Materials and Graphic Products – in primary school, or work may not have been formally assessed. Our students will be given a base line test to establish their prior knowledge and skills at the start of Year 7. Students will then be regularly assessed and levels of attainment recorded, with regular feedback throughout their time in the faculty. Making effective use of this feedback will enable students to improve their levels of attainment.

Design Technology is an exciting, creative and essential part of the Calder High School curriculum. Our students develop a wide range of skills, learn to use a variety of tools, equipment and processes and work independently using experimentation to develop high quality designs and products.

### **Progress Tracker for ‘new’ Subjects**

The chart below may help you evaluate your child’s progress in ‘new’ subjects through KS3.

<b>By the End of Year</b>	<b>Minimum Expected Progress</b>	<b>Good Progress</b>	<b>Outstanding Progress</b>
7	Level 3	Level 4	Level 5
8	Level 4	Level 5	Level 6
9	Level 5	Level 6	Level 7

Starting point (KS2 ave. points in Eng and Maths)	Minimum expected progress (3 levels of progress from KS2 – 4, 2 sub- levels of progress in each KS3 year)				Good progress (4 levels of progress from KS2 – 4, 3 sub- levels of progress in each KS3 year)				Outstanding Progress (5 levels of progress from KS2-4, 3 sub-levels of progress in each KS3 year)			
	End of Yr 7	End of Yr 8	End of Yr 9	End of GCSE	End of Yr 7	End of Yr 8	End of Yr 9	End of GCSE	End of Yr 7	End of Yr 8	End of Yr 9	End of GCSE
1	2c	2a	3b	F	2b	3b	4b	E	2b	3b	4b	D
2	2b	3c	3a	E	3b	4b	5b	D	3b	4b	5b	C
3c	3a	4b	5c	D	4c	5c	6c	C	4c	5c	6c	B
3b	4c	4a	5b	D	4b	5b	6b	C	4b	5b	6b	B
3a	4b	5c	5a	D	4a	5a	6a	C	4a	5a	6a	B
4c	4a	5b	6c	C	5c	6c	7c	B	5c	6c	7c	A
4b	5c	5a	6b	C	5b	6b	7b	B	5b	6b	7b	A
4a	5b	6c	6a	C	5a	6a	7a	B	5a	6a	7a	A
5c	5a	6b	7c	B	6c	7c	8c	A	6c	7c	8c	A*
5b	6c	6a	7b	B	6b	7b	8b	A	6b	7b	8b	A*
5a	6b	7c	7a	B	6a	7a	8a	A	6a	7a	8a	A*
6c	6a	7b	8c	A	7c	8c	8+	A*	7c	8c	8+	A*

## 13. Additional Needs Team (ANT)

The Additional Needs Team at Calder High School plays a central role in identifying and meeting students' additional needs.

### Different types of need – one system

In a school of 1312 students it is not surprising that many differing needs are presented. In general, we will categorise students' additional needs under one of the following headings:

- Learning and sensory;
- Speech and language;
- Medical and material;
- Behavioural, social, emotional and behavioural;
- Attendance and punctuality;
- Literacy within the English curriculum;
- Numeracy within the Maths curriculum;
- Supporting academic progress.

The time and expertise of a range of colleagues in school are supplemented by the work of a number of partner agencies, including: Educational Psychology; Education Welfare Officer.

### What kind of support is best?

Our aim is to be a fully inclusive school. This means that whilst students will continue to present with a whole range of differing needs, these will largely be met within the classroom by the classroom teacher working alongside other colleagues as appropriate.

We will move towards our aim of being a fully inclusive school by:

- Ensuring that all students have a high-quality teaching and learning experience;
- Ensuring that all staff are confident that they are meeting the needs which students present in the classroom. This means that identifying staff needs and meeting them through training will continue to be very important;
- Ensuring that support staff within the Inclusion team are effectively deployed and both plan and work alongside the classroom teacher in order to maximise impact on student attainment and progress;
- Ensuring that our students have a relevant curriculum.









Some student needs are best addressed by withdrawal from parts of the curriculum so that intensive, specialised work can take place. This could take the form of speech therapy, dyslexia support, or anger management.

On rare occasions, a student may be withdrawn from all parts of the curriculum for a specific, intensive input. Where this happens, great care will be taken to ensure that the child's reintegration to mainstream is effectively managed.

In-class support could focus on help with:

- planning work and activities to match need;
- managing behaviour;
- using special or modified equipment (laptop, or pencil grip);
- providing resources to meet need (reshaped sections from the textbook, writing frames, alternative worksheets, large-size print);
- ensuring language and communication access (simplified instructions, key vocabulary, visual cues);
- providing access to a broader range of learning styles and ways of recording information (mind map, spider diagram).



								
<b>Aspect of need</b>	<b>Learning and sensory</b>	<b>Speech and language</b>	<b>Medical and material</b>	<b>Behavioural, social, emotional and motivational</b>	<b>Attendance and punctuality</b>	<b>Literacy within English curriculum</b>	<b>Numeracy within Maths curriculum</b>	<b>Supporting academic progress</b>
<b>Strategic leader</b>	C Tooth	C Tooth	A Taylor	A Taylor	A Taylor	L McArdle	M Harwood	J Healey
<b>Provision to meet need and Related teams/ colleagues in school</b>	<ul style="list-style-type: none"> <li>• SPLD – Learning Support Team</li> <li>• SMILE – C Tooth</li> <li>• Racing to Read Year 8 – K Carter &amp; Year 10 Mentors</li> <li>• Racing to Read Year 7 – K Carter &amp; Calder VI Mentors</li> <li>• Transition - R Finch</li> <li>• Word Shark - L Wilson</li> <li>• Number Shark - L Wilson</li> <li>• Star Spell – L Wilson</li> <li>• Racing to Read Support - M Hoffman</li> </ul>	<ul style="list-style-type: none"> <li>• SULP – M Landau</li> </ul>	<ul style="list-style-type: none"> <li>• Substance Misuse – N Baxter</li> <li>• Safeguarding and overview of CLA – N Baxter</li> <li>• First Aid - J Bottomley</li> <li>• Pupil Premium spending – J Park</li> </ul>	<ul style="list-style-type: none"> <li>• EWO – YALs</li> <li>• Attendance – L Helliwell</li> <li>• A2E – K Sutcliffe</li> <li>• Year 10 AYAL – A Wilby</li> <li>• Year 7 AYAL – P Rath</li> <li>• SEAL - R Kenworthy</li> <li>• J Kaye</li> <li>• SEAL – W Ahmed</li> <li>• SEAL – TBC</li> <li>• NiBaxter</li> <li>• HOFs</li> <li>• SEN</li> <li>• SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Year 11 YAL – J Kaye</li> <li>• Year 10 YAL – G Webb</li> <li>• Year 10 AYAL – A Wilby</li> <li>• Year 9 YAL – T Wallis</li> <li>• Year 8 YAL – P Hindle</li> <li>• Year 7 YAL – NickL Dobson</li> <li>• Year 7 AYAL – P Rath</li> <li>• Calder VI – Y Harrison</li> <li>• All Tutors</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions to support achievement at both KS3 and KS4 English</li> <li>• Strategies to raise awareness of reading – N Byrne</li> </ul>	<ul style="list-style-type: none"> <li>• Home straight Girls HA - S Cotton</li> <li>• Home straight C/D – M Harwood</li> <li>• Accelerate Progress 3a/4b – M Harwood</li> <li>• Accelerate C/D College – M Harwood</li> <li>• Accelerate Year 8 Underachievers – M Harwood</li> <li>• Accelerate Year 7 4c Underachievers – M Harwood</li> <li>• Maths Intervention – A Wardak</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerate Progress C/D – A Clay</li> <li>• Sums Club - Peach Volunteer</li> <li>• Sums Club – Calder VI Mentors</li> <li>• In class support – Calder VI Mentors</li> <li>• Maths Catch up - Maths Staff</li> <li>• LRC Staff – M Hoffmann</li> <li>• Overview of Academic Boards – J Healey</li> <li>• Admin to Academic Boards – K Sutcliffe</li> <li>• Year 11 YAL – J Kaye</li> <li>• Year 10 YAL – G Webb</li> <li>• Year 10 AYAL – A Wilby</li> <li>• Year 9 YAL – T Wallis</li> <li>• Year 8 YAL – P Hindle</li> <li>• YAL – Lee Dobson</li> <li>• Year 7 AYAL – P Rath</li> </ul>
<b>Linked external agencies</b>	<ul style="list-style-type: none"> <li>• Ed Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language therapist</li> </ul>	<ul style="list-style-type: none"> <li>• School Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Ed Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• EWO</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Our DSEN (Disabilities and Special Educational Needs)Team

Dr W Bradford	Interim Strategic Lead for DSEN
Ms C Tooth	Interim DSENCO (Disabilities and Special Educational Needs Coordinator) <a href="mailto:ctooth@calderhigh.calderdale.sch.uk">ctooth@calderhigh.calderdale.sch.uk</a> Tel extension: 219
Ms M Lumb	DSEN Manager <a href="mailto:mlumb@calderhigh.calderdale.sch.uk">mlumb@calderhigh.calderdale.sch.uk</a> Tel extension: 211
Ms L Wilson	First contact for parents re any DSEN issue <a href="mailto:parentenquiry@calderhigh.calderdale.sch.uk">parentenquiry@calderhigh.calderdale.sch.uk</a>
<b>Safeguarding and Operational Support</b>	
Mrs N Baxter	Safeguarding, overview of vulnerable students
Mrs L Helliwell	Attendance monitoring and Student Support Manager
Miss C Lord	Pastoral Administrator
<b>HLTS – Higher Level Teaching Assistants</b>	
Mrs K Carter	Lead on ‘Racing to Read’ and paired reading programmes
Mrs M Landau	Lead on Sulp – Social Uses of Language Programme Champion for ASC
Ms M Moore	Lead on Study Club
Miss L Wilson	In-class support
<b>LTAs – Learning and Teaching Assistants</b>	
Miss R Finch	Lead on transition programme and screening
Mrs K Heginbottom	In-class support
Mrs R Roebuck	In-class support
Mrs J Wadsworth	In-class support
<b>Colleagues we work with:</b>	
Ms J Dodd	Education Welfare Officer
Ms C Gifford-Gibson	Educational Psychology
Ms A Nattress	Calderdale Behaviour Support
Mrs J Finney	Hearing Impaired Service
Mrs D Whitton	ASC Team

The school's current DSEN Policy can be found at:

[http://www.calderhigh.org.uk/resources/policies/DSEN\\_2013.pdf](http://www.calderhigh.org.uk/resources/policies/DSEN_2013.pdf)

### **Screening to assess student need**

School uses information from a number of sources to gain a full picture of a student's additional need.

1. Dialogue with parents is vitally important in identifying the exact nature of a student's additional need. Obviously, parents have a wealth of information about their child(ren) which can help the school to ensure that the best kind of support is put in place, they can describe support put in place in past years and the impact it had and they can help the school to evaluate the impact of current support.

2. For students about to join Calder High School, either at the start of Year 7 or in a move from another school, attention is paid to information coming from the student's previous school. How did this school assess the student's need? What support was put in place? What impact did it have? Calder High School also receives assessment information from the student's previous school. This might include SAT levels and/or other scores such as reading levels, CAT (Cognitive Ability Test) scores and so on.

**3. In the early weeks of Year 7, all students take CATs.** These Cognitive Ability Tests assess skills in verbal, non-verbal and quantitative reasoning and are in use in many thousands of schools across the country. The results of the CATs help to provide an early indication of any additional need that hasn't already been made known and enhance information which comes from Key Stage 2 SATs. CAT scores are currently confidential to the staff of the school.

**4. All Year 7 students also work through further screening in the early weeks of Year 7 to:**

- refine our knowledge about the precise nature of a student's additional need;
- check for underlying needs that have not previously been identified;
- decide what is the most appropriate type of intervention to address the identified need.

The screening instruments include both computer-based and face-to-face assessments which are widely used in schools across the country. Students may be taken out of a lesson to enable the screening to take place.

5. All students in Years 7 and 8 are involved in *Accelerated Reader*. Part of this involves a baseline test which provides a score for 'reading age' which can be compared to that produced by the screening assessment and so that a student's progress can be measured over the course of the year.

6. If specialist staff feel that a student in years 7, 8 or 9 requires support with assessments and examinations, help will be provided. This may mean that a student has additional time to complete a test or examination, may be provided with a reader and/or writer, or a combination of types of support.

For students to receive such support for external examinations, a formal assessment has to take place by a specialist commissioned by the school to undertake this work. Once this is 'signed off' by the specialist working with the Examinations Manager, Mrs E Cayley, **Access Arrangements**, taking the same form as in lower school, can be put in place.

As the agreement for a student to have Access Arrangements is only valid for a 2-year period, testing for Access Arrangements will start after the end of June for students who are moving into Year 10.

A student has the right to refuse to accept the Access Arrangements. Additionally, a student can only use a laptop for work related to external examinations where this has been the student's 'usual' way of working in lower school.

## **Register of Disability and Special Educational Need**

### **School Action (SA):**

When school identifies that a student has a disability or special educational need **and is currently not making adequate progress**, the school will consult with parents about adding the student to the school's DSEN Register in order to provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum offer and strategies.

A Group Educational Plan (GEP) may be devised, but this will be at the judgement of the school.

The GEP is a tool to support planning and delivery in the classroom. It is a working document for all teaching staff, establishing key short-term targets and providing suggested strategies for an individual student that are different from or additional to those in place for the broader group or class.

### **School Action Plus (SA+):**

If, following the strategies instigated at School Action, a student **is still not making adequate progress**, the school will consult with parents and decide whether the student's status on the DSEN Register should be changed to School Action+.

The '+' indicates that the school has sought advice and/or input from specialists and agencies who are external to the school. This may include input from, for example: educational psychology; speech therapy; counsellor.

The DSENCO usually takes the lead in shaping provision at School Action+ although day-to-day provision continues to be the responsibility of class or subject teacher. An Individual Education Plan (IEP) will be shaped for each student at School Action+.

### **Statement of Special Educational Needs:**

If, following the strategies and interventions instigated at School Action+, **a student is still not making adequate progress**, consideration (involving discussion between school, parent and student, any involved specialists/agencies) will be given to asking the Local Authority to initiate a statutory assessment. If accepted, a Statement of Special Educational Needs will be issued.

A Statement of Special Educational Needs defines the nature of the student's needs, and the responsibilities of both school and LA in meeting those needs.

The Statement may make provision for additional resources of staff or equipment.

The impact of work flowing from the Statement is reviewed annually, or more frequently if required.

Parents will be informed of the Review date 4 weeks in advance. The student is encouraged to participate in the Review process and to attend the Review meeting.

The LA is informed of the date of a student's review and may send a representative to the meeting particularly to a Transitional Review (when a student is about to leave KS3 or KS4).

Four weeks before the date of the Review meeting, all staff currently working with the student provide feedback on the student's current progress and other matters which relate to the student's Statement.

The LAs Annual Review form is completed by the DSENCO, who sends copies to the parent, LA and others who were present or involved in the review.

Relevant staff are notified of recommendations and observations from the meeting, together with any further recommendations from the LA.

Discussions at the Review Meeting may include:

- safety and wellbeing matters;
- parent/student voice;
- promoting a positive learning environment;
- attendance and punctuality;
- interactions with other students or groups;
- reports on meetings with outside agencies, including the Education Psychologist, Social Services and medical professionals
- new/revised strategies to be instigated;
- other initiatives for accelerating progress.

### **How we make sure that support goes where it is needed**

All student need is assessed and addressed through the Academic Board in each year group.

The Academic Boards meet as follows:

Year 11 – weekly – led by Ms J Watson;

Year 10 – fortnightly – led by Mr A Taylor;

Years 7,8, 9 – monthly; led by Year Achievement Leader and their senior leadership link;

Calder VI – monthly/after tracking ; led by Mr G Stephenson.

The Academic Board considers and responds to referrals from faculties and Year Achievement leaders about individual students. These referrals are explored by the most relevant member of the Additional Needs Team and a plan of 'what to do next' is agreed.

**The power of our parents**

We are grateful for the support of a significant number of parents who have trained to become Reading Mentors and who support individual students with their reading. This work has huge impact on our students' ability to accelerate their progress.

## 14. Safeguarding

Calder High School is committed to:

- Establishing a safe environment in which children can learn and develop
- Working in partnership with parents offering support, information and advice about their child's learning and development and being clear about what they can expect from the school and what is expected from them;
- Fulfilling our pastoral and statutory duties as set out in the Children Act 1989 and 2004, Working Together to Safeguard Children Guidance (2010), Education Act 2002, Safeguarding Children and Safer Recruitment (2006) and Safer Working Practices for Adults Working With Children and Young People in an Educational Setting (2009).

We do this by:

- Creating an environment whereby high standards of work, effort and behaviour are expected and rewarded with praise and encouragement.
- Providing a curriculum, which will enable all children to develop to their full potential – Stay Safe, Be Healthy, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well Being
- Developing a school community whereby everyone feels valued and secure, show understanding of others, respect for diversity and promoting equality of opportunity and encouraging a sense of pride in our school
- Implementing procedures for reporting, recording, monitoring, referring and evaluating child protection or safeguarding issues

Our full Child Protection Policy is available on the school website:

[http://www.calderhigh.org.uk/resources/policies/child\\_protection\\_june2012.pdf](http://www.calderhigh.org.uk/resources/policies/child_protection_june2012.pdf)

First contact for parents for issues relating to Safeguarding is Mrs Nicola Baxter

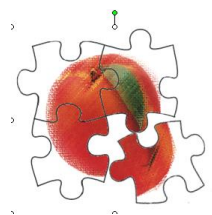
[nbaxter@calderhigh.calderdale.sch.uk](mailto:nbaxter@calderhigh.calderdale.sch.uk)

Tel: 01422 883213 ext 268

## 15. PEACH - Parent Engagement at Calder High

### Welcome to PEACH

All parents with a child enrolled at Calder High School are warmly welcomed as members of PEACH.



Calder High School recognises that:

- students thrive when teachers and parents work closely together;
- parents are a powerful influence on the quality of both their child(ren)'s learning experience and their achievement

The aims of PEACH, which was formed in July 2012, are to:

- build stronger and more positive links between parents and the school;
- increase the opportunities for parents to participate in the life of the school

### Why would you get involved in PEACH?

- To know more about school and in particular, how this relates to your child(ren);
- To use your skills to support the work of the school – perhaps as a reading mentor, a fundraiser, an environmental specialist, for example.

### How do you get involved in PEACH?

**By telephone:** There is a dedicated phone number for parents who wish to contact school to ask a question, share information, or find out more about PEACH.

The number is: 01422 883213 extension \* (press the star key)

**By email:** There is a dedicated email address for parents:

[PEACH@calderhigh.calderdale.sch.uk](mailto:PEACH@calderhigh.calderdale.sch.uk)

The school undertakes to respond to parental contacts made by telephone or email within 2 working days.

If you would like to get involved – and we hope you will – please use the PEACH email address shown overleaf, or speak to Dr Wendy Bradford at school.

## Parent Drop-ins

Headteacher, Mr Tony Guise will be holding half-termly drop in sessions for parents.

You can: ask a question; share a compliment or concern; make a suggestion; or just say, 'Hello'.

Given that the geographical area of our school community is some twelve miles in length, we alternate these sessions between Hebden Bridge (Council Offices) and King Cross (Library).

Time: 4.30pm – 5.30pm.

Thursday 3 October: Hebden Bridge  
Thursday 5 December: King Cross  
Thursday 6 February: Hebden Bridge  
Thursday 27 March: King Cross  
Thursday 15 May: Hebden Bridge  
Thursday 3 July: King Cross



If you have any compliments or concerns re your child's experience of Calder High School, please contact: [PEACH@calderhigh.calderdale.sch](mailto:PEACH@calderhigh.calderdale.sch).

### **LPPA: a commitment to a secure and transparent process**

Calder High School has committed to undertaking work which will lead to accreditation through the **Leading Parent Partnership Award (LPPA)**. This is a recognised national award, to which school signed-up in the previous school year, which will ensure that engagement with parents, becomes an outstanding aspect of the school's work. We hope to present for assessment of our work during this school year.

The key themes of the LPPA framework are:

- working with all key partners;
- effective leadership and management;
- a welcoming and accessible environment;
- consultation and communication;
- information and guidance to support learning;
- developing parent-friendly policies;
- promoting lifelong learning activities;
- joint parent and child learning opportunities;
- high quality induction and transition support for families;
- monitoring and evaluation of progress.

## 16. Contacting School

### Useful Contact Information

#### Absence Hotline

Dedicated telephone line for advising the school of absences:

01422 889900 / 07970 730 122 (phone or text on the mobile number)

#### For general enquiries contact the main office:

Tel: 01422 883213 Fax: 01422 881876

Email: [admin@calderhigh.calderdale.sch.uk](mailto:admin@calderhigh.calderdale.sch.uk)

#### Other email addresses:

For comments or enquiries related to your children's progress and wellbeing:  
[parentenquiry@calderhigh.calderdale.sch.uk](mailto:parentenquiry@calderhigh.calderdale.sch.uk)

For comments or enquiries from students: [studentvoice@calderhigh.calderdale.sch.uk](mailto:studentvoice@calderhigh.calderdale.sch.uk)

### Protocol for communication with staff – use of staff names

Calder High School's custom and practice has been to adopt the same approach as most other schools. We expect relationships with parents to be mutually-supportive, purposeful and professional.

Teachers and support staff will choose how to sign their name in written communication, including emails. For example: they may 'sign-off' from Mr/Mrs/Dr/Ms Smithson, Mr/Mrs/Dr/Ms A Smithson or Andrew/Andrea Smithson.

Parents are requested not to contact staff simply with their forename.

In telephone conversations and face-to-face meetings, staff will expect to be addressed using the form of Mr/Mrs/Dr/Ms Smithson.

Staff will also usually refer to their colleagues in this way too in disc

