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Introduction

Welcome to your Parent and Student Support Pack (PSSP) for Year 9.

We hope you will find it informative and useful. Please note carefully the procedure sections, as there are some changes this year, and sign and return the reply page and the updated personal details sheet.

As parents you do much to support your child through their years of education, and this pack is one way we aim to support you.

You will receive supplements to add to the pack at the beginning of each school year as and when they are needed. Some sections will be clearly aimed at parents, others at the students, but all are designed to be read and discussed at home.

You can also store reports and other assessment information in the binder you received with your first pack.

Your comments on the pack and your ideas for future sections that would be useful to you will be welcomed. Please write to the headteacher, e-mail the school or simply write a note to your child's tutor in the MAP.

If you would like the pack in any other format, for example large print or Braille, or you would prefer to receive it by e-mail, please contact the school.

Year 9 is an important year as it marks the end of KS3. You will find PSSP sections on choosing learning pathways (options) into KS4 and KS5 and on careers. There will be detailed information, advice and guidance on these later in the year. And although the externally – examined SATs have now been abolished your child's assessments are still really important, as we will use them to guide the choices referred to above. So it is really important that you carry on emphasising how you expect your child to work hard and do their best.

Signed _____


Mrs A Charnley
Year 9 Leader

Our Support Network

School can at times be a stressful place to be as demands are placed on parents and students to deliver information to the school, perform in lesson and behave well. To make this easier for the student they need to be aware that they can speak to any member of staff. In particular their Form Tutor and Year Leader will always be on hand to help and support. Students can also speak to the school nurse or counsellor in confidence.

In making those difficult decisions about their future careers then Connexions is available for them to use. See the information enclosed.

For parents, if you need to contact the Year Leader for any reason then we ask that you either write a letter via your child's planner or place a phone call to the school office. Requests to speak to the Year Leader are directed to our Student Support Officer, Mrs Jones, who will deal with general queries herself and get back to you or pass them on (Year Leaders are all teachers and are not usually able to speak immediately to parents because of their teaching commitments). This year we aim to give you a better response service.

Year 9 Leader: Mrs A Charnley
Form Tutors: Miss C Christou, Mr D Bailey, Mr D Nicklin
Mrs K Brough, Mr N Davies, Miss R Hopwood

Maryhill High School
Gloucester Road
Kidsgrove
ST7 4DL

Phone: 01782-296751
Fax: 01782-296771
E-mail: office@maryhill-high.staffs.sch.uk

Schools Support Services

- a) OLC (Open Learning Centre)
- b) Careers/Connexions Service Staffordshire
- *c) Education Welfare Services/Education Welfare Officer
- *d) School Counsellor
- *e) School Nurse
- *f) Special Educational Needs Co-ordinator
- *g) Gifted and Talented Co-ordinator
- *h) SENSS
- *i) CAMHS
- *j) MIND
- *k) Physical/Visual/Hearing Impaired Services
- *l) Educational Psychologist
- *m) Sustain
- *n) Parent Partnership (See display in foyer)

* Can be contacted via the school office.

Further information

www.bbc.co.uk/switch - advice on issues which may worry your child.

www.parentcentre.gov.uk – support for parents on learning.

www.essaybank.com – coursework help – but don't copy it.
www.positivelymad.co.uk – ideas for remembering information
www.gcse.com – help with revision techniques.
www.s-cool.co.uk – tips on getting through exam days.

Advice and Guidance to Parents on Supporting Your Child

The hardest demand on children is to understand the long term importance of doing the best they can and learning to put to one side short term fun time.

Unfortunately teenagers are more interested in social and outside school interests than their long term plans. In addition they differ in maturity and their responsibilities for learning, organization and motivation and this is why you are a very important person. You are the expert on your own child and the most important teacher. Your encouragement, interest and support make a huge difference to your child's ability to cope.

So what can you do to help?

Try the following

Attendance

Does your child attend every lesson and understand why this is important?

Review Day

Please attend – ask questions and find out from teachers what you can do.

Manager

Provide a quiet room, pens, paper etc.

Organiser

Agree rules for homework and coursework and revision – check they have a balance between studying and free time.

Adviser

Talk with your child, share their worries, keep an eye on how things are going. Make things positive and put in little rewards for doing well.

Communication

Speak to the school – keep lines of communication open, if you don't know – ask. Most importantly you are the person who your child needs most at this stressful time. You must love them and be proud whatever happens – reinforce this message.

Connexions Staffordshire... what they do

Connexions Staffordshire is a government funded support service for all 13-19 year olds (and up to 25 for young people with learning difficulties and/or disabilities). They have qualified personal advisers (PAs) who work both at Maryhill High School and at their centre in Newcastle. Their PAs offer information, advice and guidance on any issues that may affect young people, such as choosing options for study and careers, health, community and leisure activities (eg sport or arts) and dealing with family or relationships problems (including bullying).

From Year 9 students can make an appointment to speak to a PA in school which their parent/carers can also attend. In addition PAs are present at Year 9 Options Evenings where both students and parents can talk to them.

During Year 10 PAs deliver presentations to students about post-16 options. In addition they offer interviews to those students who are identified as needing additional guidance from information received from the 'Thinking Ahead Year 10' questionnaires.

In Year 11 PAs hold more interviews with both students who ask for interviews and those identified as needing more help to decide what to do after Year 11. In addition PAs continue to deliver presentations in school about Post-16 options. The help doesn't stop there; appointments with PAs are available over the summer for students who need help with what they want to do after they have taken their exams. The PAs follow up young people to support them with their transition from school to offer them further information, advice and guidance.

Connections are also able to give advise to Sixth Form students about work or higher education options.

For further information contact Mrs Roberts or Mrs Light via the school office on 01782 296751, at Newcastle Connexions Centre on 01782 297383 or visit the Connexions website www.cxstaffs.co.uk

Learning and Assessment

Learning for the student -1 Learning Development

There is so much more to learning than simply being able to remember facts. Human beings develop learning skills gradually, but eventually most people are able to do the following range of activities, even if they do not master all of them. These skills are developed when the learner is presented with realistic challenges and is willing to respond to them (see PSSP sections on “Assessment for Learning” and “Review Days”).

Learning type	Skills shown	Learner can ...
1. Knowledge	<ul style="list-style-type: none"> ○ observation and recall ○ knowledge of dates, events, places ○ knowledge of ideas ○ mastery of subject matter 	list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
2. Comprehension	<ul style="list-style-type: none"> ○ understanding information ○ grasp meaning ○ interpret facts, compare, contrast ○ order, group, infer causes ○ predict consequences 	summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
3. Application	<ul style="list-style-type: none"> ○ use information ○ use methods, concepts, theories in new situations ○ solve problems using required skills or knowledge 	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

4. Analysis	<ul style="list-style-type: none"> ○ seeing patterns ○ organisation of parts ○ recognition of hidden meanings ○ identification of components 	analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
5. Synthesis	<ul style="list-style-type: none"> ○ use old ideas to create new ones ○ generalise from given facts ○ relate knowledge from several areas ○ predict, draw conclusions 	combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalise, rewrite
6. Evaluation	<ul style="list-style-type: none"> ○ compare and discriminate between ideas ○ assess value of theories, presentations ○ make choices based on reasoned argument ○ verify value of evidence ○ recognise subjectivity 	assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise

Students will progress at different speeds as they gain in experience and maturity.

The column on the right not only lists actions that will demonstrate learning development but also common words used in exam questions! There will be more about exams in a later section of the PSSP.

Learning for the student – 2 Assessment for learning

Students make most progress in their learning when they know what standard they are reaching and how they can improve. This involves assessment.

Assessment can take many forms and some are listed below.

- o Oral questioning
- o Written tasks
- o Tests and exams

Assessment may be carried out by the teacher, by peers (other students) or by the student (self-assessment). As the student develops this last one becomes the most important way of making progress.

Teachers plan their lessons to build in opportunities for assessment and they report the results of these assessments to the students. Very often this may be in an informal way, in the classroom, but of course student work will also be marked on a regular basis.

Opposite you will see our school marking policy, so you will know what to expect to see written on your child’s work and be able to give encouragement. **This is one of the most important things you can do to support your child – do not think you have to be an expert in the subject!** Children who are willing to talk about their work at school are most likely to make good progress with their learning. You can also make a difference if you ask to see the MAP (Maryhill Action Planner) regularly.

Target Minimum Levels for each student are worked out by the school Data Leader, using levels student achieved previously and given to subject leaders. These will be shared with students at the beginning of the year and written into exercise books and planners.

Target Minimum Levels will be discussed with students on a regular basis. Students will also be given ways forward to improve their understanding and progress in order to achieve these levels.

The Target Minimum Levels follow this assessment pattern up to Level 8a

2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a	7c
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⇒⇒⇒⇒⇒⇒⇒ Progress being made

Students should aim to achieve at least their Target Minimum Level.

The expectation is that most students will be working at or above level 5 by the end of Key Stage 3 (Year 9).

Maryhill High School Marking Policy

Every piece of work will not be marked in the same way and with some amount of detailed feedback.

Work in Exercise Books/Folders at KS 3 and 4

You should see:

- Ticks and comments to show that the work has been seen by the teacher
- Some basic spellings and grammar corrected

- Brief comments on what to do to improve/move on next time
- A comment made on effort
- Credits, stickers or stamps may also be used

Formal Assignments at KS3 and Coursework at KS4

You should see:

- More detailed written feedback
- A level and sub level awarded at KS3 for example Level 5a
- A GCSE Grade given at KS4
- Positive comments on what you have done well
- Areas identified for improvement and how you can make those improvements
- Targets will be set either by yourself or your teacher based on those comments
- Credits, stickers or stamps may also be used
- A grade for effort of Excellent/Satisfactory/Unsatisfactory

With both class work and assignments assessment may have been given by the teacher through conversation with the individual (oral feedback). You may also see evidence of assessment may made by the student themselves (self assessment) and by other students in the group (peer assessment).

Assessments

Formal assessments will take place at regular intervals throughout the year usually towards the end of each half term. These will be closely marked, with clear Targets set for progress. These pieces of work will be given a Level and a Sublevel, along with a Grade for Effort.

Effort will be graded as follows

- E – Excellent
- S – Satisfactory
- U – Unsatisfactory

Excellent – E

- Classwork and homework is regularly completed to a high standard
- Behaviour always supports learning
- Strives to complete tasks to the highest standards they are capable of

Satisfactory – S

- Classwork and homework is usually completed
- Homework deadlines are sometimes missed
- Behaviour sometimes affects learning but not always
- Aims to complete tasks but sometimes at the expense of quality
- Gives the impression that they are capable of a higher standard

Unsatisfactory – U

- Classwork is often incomplete and lacking effort
- Homework is often incomplete and/or deadlines missed
- Behaviour affects learning on a regular basis
- Rarely delivers work reflecting true ability

Learning for the student – 3 Reports and Review Days

Progress Reports

A Progress Report will be sent home shortly after each assessment has taken place in order to allow you to monitor your child's effort and progress on a regular basis. Each report will contain Target Minimum Levels (TML), the previous Assessment Levels (AL) as well as the current assessment levels for example

	TML	AL	Effort
John Smith	6	5a	S

After each assessment takes place students making excellent progress will be identified and receive a positive response for their effort and progress. Those students whose progress is unsatisfactory will be monitored and intervention strategies put into place to ensure that students make progress in the future.

Written reports

These contain the grades as above and also examination marks (where appropriate). Year 9 exams take place week beginning 11 January 2010. You will also find a written comment that summarises the student's progress over the year so far and sets targets for improvement (the next steps). The students are also involved in writing their own self-evaluation and the reports are read by the tutor and a senior member of staff. You will receive one written report in February 2010.

Review Days

Our review days are an important part of your relationship with the school. They give parents an opportunity to learn about the progress of their child at first hand and enable them to contribute to the "learning conversation". Because they involve tutor, student and parent they are a powerful way of increasing motivation and accelerating progress.

The tutor will prepare for the review day carefully by reading the most recent written or progress report, together with updates from subject teachers if they feel it to be necessary.

You will be invited to school with your child at a time that is convenient to you (most parents manage to attend during the school day but if that is not possible an early evening appointment will be arranged if we can fit this in). Students having reviews do not attend school that day, but are expected to complete tasks at home.

The review is a 15 to 20 minute conversation to which the tutor, student and parent are all able to contribute. Progress in the different subjects is reviewed and the student invited to give reasons for any progress that is below or above their personal target. It is an opportunity to be frank, honest and objective and we find that students who are prepared to reflect on their performance and attitude to school gain a lot from it. The review concludes with the student setting targets for improvement. These are revisited periodically by student and tutor during tutor periods in school.

The targets may be specific to a particular subject (for example, aim for level 5 in French) or more general (no more U grades for effort).

Please note these dates:-

Progress Report 1
Progress Report 2 (Full written report)

Tuesday 3 November 2009
Monday 8 February 2010

Maryhill High School PSSP

Year 9 September 2009

Progress Report 3

Wednesday 5 May 2010

Progress Report 4

Tuesday 22 June 2010

Year 9 Exams

Monday 11 January - Wednesday 13 January 2010

Y9/10 GCSE Maths Exam*

Monday 7 June

Y9/10 GCSE Maths Exam*

Friday 11 June

Review Meeting Day

Friday 12 March 2010

* to be confirmed

School Rules

Code of Conduct (Respect)

Our school is a happy, friendly and caring community which seeks the best for all its members. Rules are necessary to ensure harmony and are based on the principle of

RESPECT for

Authority

There is legitimate authority within school which deserves respect.

Others

Each individual has rights which must be respected.

Themselves

Everyone should expect the highest standards of themselves.

The Community

The local and school community has a right to expect certain standards from each person.

The Environment

The environment is where we live - it must be protected.

These rules form the basis of what is expected of every student.

Uniform

We encourage our students to take a pride in their appearance and we insist on high standards with school uniform. There is overwhelming support for this from parents and the smartness of our students is often commented on by visitors. In order to maintain these standards and avoid confusion, the guidelines on uniform are repeated below. If you have any doubt about what is acceptable and what is not, please contact the Year Leader.

Black Blazer

Regular school fit, not a fitted jacket, displaying a school badge on the left breast pocket. Badges cost £2.50 from school. Blazers supplied by Clive Mark of Newcastle have an embroidered badge.

White school shirt

Top button to be fastened and comfortable enough to remain so at all times, long enough to tuck into trousers or skirt.

Tie

The school tie is only obtainable from the school and costs £2.50. All new ties are the clip on type.

Standard school black 'V' neck knitted jumper or cardigan (buttons not a zip)

No sweatshirts or items with logos (in cold weather a plain white tee-shirt can be worn underneath a school shirt).

Black Trousers or Skirt

Regular fit, not tight fitting/fashion styles, no hipsters, no attached buckles/belts/logos or trimmings. No leggings or jean type trousers. Waist fitting to allow shirts to be tucked in comfortably. Skirts should be knee length.

Black School Shoes

No boots, trainers, ballet pumps or any footwear which could be a safety issue.

Plain black lace up school shoes are preferred.

Personal Appearance

- No form of body piercing is acceptable in school. This is a health and safety issue.
- Tattoos are not allowed.
- No jewellery is to be worn.
- Make up and nail varnish are not to be worn.

Hair

- Hairstyles must be appropriate for school.
- Brightly dyed hair and shaven heads (including shaved designs) are not acceptable.
- Hair may be worn short and dyed hair must be one natural hair colour.
- If hair is braided, there must be no beads, ribbons or coloured threads.
- Long hair must be tied back for all practical lessons.
- Sharp hair ornaments must be removed.

Students are expected to have respect for themselves and pride in their own appearance at all times and most students do just that. Students who refuse to cooperate will be punished.

Phones and MP3 Players/I-Pods

As a Media Arts College, we want to encourage the responsible use of all types of modern technology. This includes mobile phones. Unfortunately, phones can be misused.

- Phones being switched on in school
- Phones going off in lessons
- Students using phones around school
- Photos being taken using camera phones
- Inappropriate material being found on camera phones.

The school rule is clear; phones must be switched off on school premises at all times (including break and lunchtime). Students who break the rules will have their phones confiscated for the day. Persistent offenders will be punished. Refusal to hand over a phone or player will result in immediate punishment.

If students use their phones responsibly, there will be no problem. As always, if there is an emergency and parents need to contact their children, they can do so via the school office. The same is true if children need to contact parents. I am sure that you can see the need for strict control of this technology.

MP3 players/I-Pods should not be brought to school. Use in lessons will lead to confiscation.

If you have any questions, please don't hesitate to contact the school.

Rewards and Sanctions

Rewarding students for success is an important part of school life. It is much better to be able to encourage students to be successful rather than just punishing them when they fail. Consequently, rewarding students is being developed throughout the school.

Credits that are awarded (see below) will each have a value of 5p and can be redeemed for a variety of goods within school.

All students are expected to conduct themselves in line with the school principle of RESPECT.

In each classroom there is a chart displaying the types of rewards and sanctions that are being employed at Maryhill. They are broadly in line with the following principles:

<u>Level</u>	<u>Positive Behaviour</u>	<u>Response</u>
1	Bringing in tokens – 10 tokens Each credit for good work (avoid multiples) Taking part in school activity (evidence) – each activity Certificate of achievement (any type) Uniform – perfect for one week No detentions for one week Winning school award House matches (participation) Proper equipment for week Helping staff Collecting registers, etc. Planner checks / reply slips	1 credit
2	Repeat of most of 1. Full attendance for 1 week Perfect punctuality for 1 week Manner / politeness/ Respect Recycle bin School council rep attendance After school club	2 credits
3	Repeat of most of 2. Winning an event in school (depending on 'importance') Completing Digital Assembly, etc. Awards Evening (winning award) Gifted and talented nominations School show No detentions for half term All homeworks completed in subject for half term Exceeding TMGs in exams and Progress grades Charity events (involvement) etc. Helping others with work (Teacher directed) Good behaviour in form for one week Whole form – good behaviour in assembly Representing school – PE	3-5 credits
4	Repeat of most of 3 Out of school achievements (evidence) Community involvement (evidence) Organising event for charity or school Prize for form quizzes	6-8 credits
5	Repeat of most of 4 100% attendance in term Running competition Being House Captain / Vice Captain No detentions in a term 10 Es in one half term	10 credits

This, of course, does not mean that students won't be punished for misbehaviour.

Sometimes, students misbehave. When they do, they will expect to be punished. When sanctions are necessary, they will broadly be in line with the following:

Level	Negative Behaviour	Response
1	Talking out of turn/Not on task Lack of basic equipment Uniform/Jewellery Late to lesson Running in corridors/Ignoring instructions Out of bounds Banned equipment	Disapproving look Verbal rebuke Warning about future conduct Confiscate
2	Repeat of most of 1. Homework default Homework Diary default Reply slips default Very late to lesson Rudeness to staff/Minor disruption	Lines Extra work Letter of apology
3	Repeat of most of 2. Persistent lateness Rudeness to teacher in class Anti-social behaviour, e.g.: Litter/Gambling/Spitting/Graffiti/etc	Late Detention Departmental Detention Litter Detention
4	Smoking Foul language to student Aggression to other student Rudeness to staff Failure to attend detentions Truancy/Bullying/Vandalism/Theft Off-site misbehaviour Selling/swapping property	Daily Report School Detention Letter to parents from Head of Year
5	Repeat of 4 Failure to attend School Detention Failure to respond to report Foul language to staff Serious disruption of lessons Serious aggression Illegal substance (possession) Refusal	Exclusion from lessons Alternative Timetable O Zone Fixed Term Exclusion
6	Total failure to rehabilitate Persistent disruption of the education of others (evidence) Aggression towards staff Illegal substance (dealing) MAJOR 'ONE-OFF' offence	Home/School Programme Work Placement Student Support Unit 'Inclusion Unit' Permanent exclusion

Detentions

The daily detention system introduced during 2008-09 proved successful as a sanction for lateness and minor lapses of behaviour.

This detention is:

- For 20 minutes after school.
- Given the same day if the student is seen before 2 pm, otherwise the next day.
- A no-notice detention – Because all students will have finished this detention by 3.30 pm we will no longer be contacting parents about it in advance. This is new for 2009-10. However all detentions will be recorded in the student’s planner.

You will receive 24 hours notice for all other detentions, clearly stating the time, place and reason.

Any parent who wishes to discuss the school’s detention policy should contact the Year Leader. Most Maryhill students do not serve detentions!

Attendance

Good attendance is necessary for learning and progress. It is known that the grades of students drop if attendance falls below 95%. Please report all absences to the school as soon as possible, preferably on the same day. There is a dedicated phone line for this. Alternatively you can write a note in the MAP.

Absences that are not explained in this way are classed as 'unauthorised'. If a student has lost 20 sessions (10 school days) due to unauthorised absence this may lead to a fixed penalty notice. These are issued by the Education Welfare Service.

Students whose attendance falls below 80% (whether the absences are authorised or not) will also become a priority for the school and EWS. If your child should fall into this category you will be contacted by the school each time your child is absent.

Our aim is to encourage good attendance and support these families where this is an issue. I would like to assure you that the vast majority of our students attend school on a regular basis and their parents co-operate fully by supplying a written or verbal explanation of absence.

If you have any questions or queries regarding attendance issues, please do not hesitate to contact Mrs Skucha. Thank you for your support.

Holidays in Term Time

Please avoid taking family holidays in term time. Extended periods of absence have a very bad effect on a student's standard of performance as it is impossible to fully make up what has been missed. We recognise that sometimes family or job circumstances make requests necessary, therefore please follow this procedure.

- The holiday request form can be obtained from the school in the usual way by personal visit or letter to the school.
- The holiday request form **MUST** be returned to the school at least **TWO** weeks before the intended period of absence.

Punctuality

All students are responsible to ensure they are at school on time; this includes the morning and afternoon registration. If any students are late they will serve a 20 minute detention after school on the same day see the section headed 'detentions'.

Calendar 2009-2010

Mon 7 September
Tues 8 September
Weds 9 September
Weds 30 September
Thurs 1 October
Thurs 8 October
Thurs 8 October
Mon 26 October-Fri 30 October (inc)
Mon 2 November
Tues 3 November
Weds 25 November
Weds 9 December
Mon 21 Dec-Fri 1 January (inc)
Mon 4 January
Thurs 7 January
Mon 11 January
Mon 15 February-Fri 19 February (inc)
Mon 22 February
Friday 12 March
Mon 22 March
Fri 2 April-Fri 16 Apr (inc)
Mon 19 April
Mon 3 May
Mon 10 May
Mon 31 May-Fri 4 June (inc)
Mon 7 June
Mon 5 July
Mon 5 July
Wed 7 July
Fri 23 July
Mon 26 July – Fri 3 September (inc)

Training Day – School closed for students
Training Day – School closed for students
School starts
Awards Evening (KS3)
Awards Evening (KS4)
New Intake Open Evening
Post 16 Learning Pathways Evening
HALF TERM
Training day – School closed for students
School opens
Y11 Parents' Evening
Y12/13 Parents' Evening at Clough Hall School
HOLIDAYS
School opens
Year 9 Learning Pathways Evening (Options)
A2/AS Exams start*
HALF TERM
School opens
Review Day
Y11 Revision Evening
HOLIDAYS
School Opens
May Day Holiday – School closed
Main written external exams (GCSE/GCE) start*
HALF TERM
School opens
Y10 Work Experience Week
New Intake Evening
Summer Concert
Last day of term
Holiday

* To be confirmed

Year 9 Homework Timetable 2009-2010

If your child says that they've got no homework question thoroughly – telephone the school. Teenagers tend to build a bank of excuses and for some this is an easy option out of doing homework. All students fall behind at times and threats have a negative effect. Talk to them and get to the bottom of the problem, then discuss ideas with the school to get things back on track.

Week One						
	9M1	9H1	9M2	9H2	9M3	9H3
Mon	History Technology	Maths Science Geography	Technology English	Technology English French	History	Geography French
Tues	Science RE Art	History Technology RE	French History M-IT	RE Maths M-IT	Science Maths	Science Maths
Weds	French Maths	French Maths	Geography K-IT English	Science K-IT	English	RE
Thurs	Maths Geography	English Geography	RE Maths	History Geography	French	English
Fri	English	English IT	Maths Science	Maths English	RE	IT

Week Two						
	9M1	9H1	9M2	9H2	9M3	9H3
Mon	Maths History	Maths RE	English	French RE	Maths English	French
Tues	English French	English Technology	L/M – Tech Maths	L/M – Tech Maths	French	Maths
Weds	Geography Technology	Science Art	History Science L-IT	History English Maths L-IT	Geography Technology	Art Technology
Thurs	RE Maths English	History French	Maths English Art K-Tech	Science Geography Art K-Tech	Science	Science
Fri	Science IT English	English Maths	French RE Geography	English	Art IT	English History

Media and Music to set homework as appropriate

Governor Information

The school has 22 governors:

Parents	:	Mr K Barnsley Mr R Mack (Chair) Mrs D Taylor Vacancy (as at September 2009)	Mrs L Law Mr A Rosser Mrs D Bestwick
LEA	:	Mrs S Burgess Cllr H Lowndes	Mr PR Leese Mr P Smart
Co-opted	:	Mrs M Maxfield (local councillor) Mrs E Peacock Rev W Slater (St James' Church, Newchapel) Mr R Phillips Vacancy (as at September 2009)	
Sponsor	:	Vacancy x2 (as at September 2009)	
Teachers	:	Mr A Bunn (Subject Leader of PE) Mr A Bygrave (Assistant Headteacher)	
Staff	:	Mrs S Sproson	
Headteacher	:	Dr A Jones	

The Work of the Governors

The whole governing body meets twice a term but there are committee meetings and individual visits in between. Their duties include the following:

- deciding how the budget is spent
- fixing the number of staff to be employed
- making appointments of staff
- laying down general principles on discipline
- receiving reports from Heads of Departments
- deciding on the use of the premises outside school hours

The governors are always interested to hear the views of parents and you are most welcome to contact any one of their number at any time. Individual problems as opposed to general views are, however, best referred to the school in the first instance.

Procedures for 2009-2010

School Meals

The charge for a full school meal is £2.10 but there are many lower cost alternatives available in the canteen. We encourage your children to take a school meal as a new healthier and more varied menu has been produced by the County Catering Service. **Year 7 students must remain on site at lunchtime.**

If you are receiving benefit, your children are entitled to a Free School Meal. If this is the case please ensure that they make use of this provision, which we handle in a sensitive way, with no embarrassment. For more information please see the enclosed leaflet.

If your children do leave the school site at lunchtime please remind them of the need for high standards of behaviour in the local community and not to make a nuisance to the general public by improper behaviour.

Students who remain in school are supervised by staff and lunchtime supervisors, and provision is made indoors during bad weather.

Home to School Transport

If you live more than 2 miles from school and are a low income family you may be entitled to free home to school transport. For more details contact the Transport Service on 01785 278593.

Safety

A great deal of work has been carried out to construct new cycle storage facilities, which can be reached from Gloucester Road or Galleys Bank by a new cycle path. We have also had the paths in the school grounds marked with new signs so that pedestrians and vehicles are kept apart. We would encourage students to come to school on foot or by bicycle in the interests of a healthy lifestyle and the environment. Students who wish to come by bicycle must register their cycle. They can get a form from their form tutor. If you have to bring your child to school by car, please drop off on Galleys Bank, not on Gloucester Road.

Study Support Club

To enhance learning and study opportunities we are staffing the library and open learning centre every lunchtime and after school Monday to Thursday until 4.00 pm. The Library is open from 12.30 pm each lunchtime. We also have a Breakfast Club from 8.10 am when refreshments will be available from the Kitchen and students will be allowed to use the Study Support Club until school commences. Students are encouraged to use this facility.

The Internet facilities are also available, for all students but they will not be allowed to use the "chat lines" or other social networking sites in school.

Detention/Clubs/Sports

Please check with your children if they will be late home from school. They may be at the Study Support Club, a sports match or practice or in a departmental or school detention. Detentions will be recorded in planners by students and signed by their teacher, and 24 hours notice is always given except for the 20 minute daily detention.

Lost Property

Large quantities of items are unclaimed from the lost property store every term including coats, shoes, trainers, bags, keys, glasses etc. Please remember to name/mark all clothing and equipment in case it gets lost or mislaid.

Medical Information

You will note on the reply slip a section concerning 'Medical Information' which should be completed. Please keep school aware of any changes to these records.

Photographs and Video

As a media college, we make regular use of digital video and photography and your child may be featured from time to time in our publications or on our website as part of the educational process. Parents need to be aware that this is an important feature of their child's education at Maryhill. However, if you have any concerns about this please contact the school.

School Fund

At the start of the new academic year we make an appeal for you to give a donation to our **School Fund**. We only ask for one contribution each year from each family and the amount that you send is entirely a matter for yourselves. You will be aware that school fund is an important means of providing additional resources to school for educational visits, school equipment and reducing the cost of extra curricular activities, we will put it to good use to enhance what we provide for our students.

Your contribution will give a direct benefit to the education of your children at Maryhill.

Please use the envelope provided to send your donation to the school. Individual donations are confidential but returned envelopes are noted in the MAP as a receipt.

Many thanks for your continued support.

Please put the names and forms of all your sons and daughters at Maryhill on the envelope that you return, by 5 October at the latest.

Data Protection Information for Parents and Students

Please check the attached data sheet carefully and clearly mark any changes. Then sign it and return it with the reply slip you will find at the end of this pack.

At school we need to keep information about students for registration purposes etc and also so we can provide them with suitable help and support. Under the requirements of the Data Protection Act 1998 we at school need to inform you and your child about what information is held by us about your child.

If updated information on Data Protection is made available to us we will send it to you. This will list the other education bodies to whom we pass this on, for example the LEA needs to know about your child if an assessment of special need is necessary or if an employment license needs to be issued or to school clinics and dental clinics. It is our policy to co-operate with any police enquiry. If pupil information is requested we contact parents before releasing details.

Reply Slip

Student's Name Form
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* I confirm that I have received the Year 9 Parent and Student Support Pack.

School Fund

* I enclose a school fund donation

* I do not wish to contribute to school fund at this time.

Photographs & Video

* I have read the statement about photography and video and I confirm my acceptance.

Medical Information

* I have completed the section below

* I have no reason to complete the section below

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Disciplinary Policy

* I have read and will comply with the school's policy and detention arrangements.

Internet Access

For parents with e-mail accounts:

* I would be happy to be contacted by e-mail (we do not give e-mail addresses to any third party).

Mobile Phone Contact

* I would be happy to be contacted by text message (we do not give contact numbers to any third party).

Signed parent with responsibility Date
.....

*** Please tick each box as appropriate**

Please return this slip, together with the data sheet for your child (amended if necessary) and any school fund donations to your child's form tutor by 5 October at the latest.