

Maryhill High School Media Arts College



Parent and Student Support Pack



NAME

TUTOR GROUP

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Introduction

Welcome to your Parent and Student Support Pack (PSSP) for Year 10.

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.

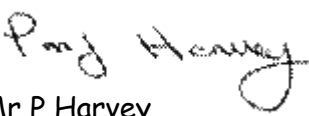
You will receive supplements to add to the pack at the beginning of each school year as and when they are needed. Some sections will be clearly aimed at parents, others at the students, but all are designed to be read and discussed at home.

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.

This year your child may have to sit GCSE examinations so you will find sections on revision, exam procedures and coursework in the PSSP. You will also find a different section on assessment. Do discuss the assessment grades with your child as you receive them. Please note that this year you the opportunity to come to school to discuss progress on Parent's Evening (Tuesday 15 May 2012).

Signed 
Mr P Harvey
Year 10 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, Email (yearleadery10@maryhill-high.staffs.sch.uk) or place a phone call to the school office. Requests to speak to the Year Leader are directed to our Student Support Officer, who will deal with general queries 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 10 Leader: Mr P Harvey
Form Tutors: Mr A Bunn, Miss L Whitehurst, Mr G Roberts
Mrs M Tatton, Mrs L Moore, Mr T Chapman

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) Student Support Centre (SSC)
- *b) Careers Service Staffordshire
- *c) Education Welfare Services/Education Welfare Officer
- *d) School Mentor
- *e) School Nurse
- *f) Special Educational Needs Co-ordinator
- *g) Gifted and Talented Co-ordinator
- *h) Special Educational Needs Support Service (SENSS)
- *i) Child & Adolescent Mental Health Services (CAMHS)
- *j) MIND (Mental Health Charity)
- *k) Physical/Visual/Hearing Impaired Services
- *l) Educational Psychologist
- *m) Sustain
- *n) Parent Partnership

* Can be contacted via the school office.

Further information

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?

Parent's Evening

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.

Connexions are also able to give advice to Sixth Form students about work or higher education options.

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

* Services subject to change

Examination Tips for Parents

Supporting your child in setting themselves up for revision

- Talk to your child about how you can support them and what they would find helpful.
- The simplest things often get in the way of starting revision - weeks can be lost while pupils 'are going to get some folders soon...'. Get around these by simply providing the files, dividers, wall-charts etc your child will need for the revision period.
- Encourage your child to empty their bag and file handouts and information from lessons at the end of each day. They won't seem important until they need them, at which point they are likely to be lost under a mountain of random papers....
- Support your child in choosing one good revision guide for each subject - it's the best investment you will make. Your child's teacher should have recommended one, if not get in touch.
- Help your child to plan their revision timetable. Every student has been issued with one during PACE lessons. It will take an investment of your time (probably several hours), but it is the single thing that will make the biggest difference to the effectiveness of the revision, and therefore the outcome. Children vary in the amount of support they need at each stage of the process.

Supporting your child in doing the revision

- Support your child in sticking to their revision plan and keeping to the start and finishing times they have agreed. Praise them when they do it, and if necessary agree a reward structure. Don't make treats dependent on certain results - it will only add to their feelings of disappointment if they don't do as well as expected.
- Quietly top-up the 'workbox' with pens, rulers, paper pads etc. Don't get wound up about lost items if you can help it - motivation is hard enough to find for revision, and arguments about a 50p pen just aren't worth it.
- Provide favourite snacks and water for revision periods.
- Be flexible - if they want to go out to a party on a revision night, agree when they will make the time up.
- Be sensitive to the pressure your child is feeling - let them know that if they are really not up to it on odd days, it isn't the end of the world - let it go when it really matters to them, and remind them of all the good work they have done, and will continue to do. It's the big picture that will count in the end.
- Keep up with regular 'check-ins' and don't nag in between times. Show an interest in how the revision is going, talk through any difficulties and be prepared to help them reschedule their planning as necessary.

- Keep things in perspective - your child may not be doing things the way you would do them, or as often as you would like, but they are doing the best they can in the way that works for them at the stage they are at.

Further information

- Visit www.positivelymad.co.uk for some excellent and fun ideas for remembering information.
- For support in all subject areas log on to www.bbc.co.uk/schools.

External Examination Procedures (GCSE's, A-Levels)

Equipment

2/3 Pens (Black))	
2/3 Pencils)	
Ruler)	YOU ARE NOT ALLOWED PENCIL CASES
Eraser)	OR CALCULATOR CASES IN EXAMINATIONS
Crayons)	
Calculator & Maths Equipment)	

During each examination

1. Read the instructions CAREFULLY.
2. Check on the number of questions to be answered.
3. If you have a choice, mark in pencil the questions that you think you will attempt.
4. If you have a choice, do your best questions first.
5. Make sure that you answer all parts of the question. If you cannot answer it all, complete the parts you can do.
6. Write question numbers clearly in the margin.
7. Leave a few lines between each question.
8. Don't spend too long on one question and leave too little time for the others.
9. Try to write as clearly as possible.
10. Write your name on every piece of paper you use.
11. Try to leave time for reading and checking your work.
12. You will need to write your candidate number and centre number on your papers.

AQA	City & Guilds	CCEA	Edexcel	OCR	WJEC
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Information for candidates

For written examinations – effective from 1 September 2010

This document has been written to help you. Read it carefully and follow the instructions.

If there is anything you do not understand, especially which calculator you may use, ask your teacher.

A Regulations – Make sure you understand the rules	
1	Be on time for all your examinations. If you are late, your work might not be accepted.
2	Do not become involved in any unfair or dishonest practice during the examination.
3	If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
4	Only take into the examination room the materials and equipment which are allowed.
5	Do not take into the examination room any unauthorised materials or equipment which might give you an unfair advantage. This includes notes, calculator cases/instruction leaflets, bags, personal TVs/stereos, digital equipment, reading pens, electronic communication/storage devices, including mobile telephones , iPods, MP3/4 players or any other products with text/digital facilities. Any pencil cases taken into the examination room must be see-through. Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.
6	Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
7	Do not talk to or try to communicate with or disturb other candidates once the examination has started.
8	If you leave the examination room unaccompanied by an invigilator before the examination has finished, you will not be allowed to return.
9	Do not borrow anything from another candidate during the examination.
B Information – Make sure you attend your exams and bring what you need	
1	Know the dates and times of all your examinations.
2	Arrive at least ten minutes before the start of each examination.
3	If you arrive late for an examination, report to the invigilator running the examination.
4	If you arrive more than one hour after the published starting time for the examination, you may not be allowed to take it.
5	Only take into the examination room the pens, pencils, erasers and any other equipment which you need for the examination.
6	You must write in black ink. Coloured pencils or inks may be used only for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.
C Calculators, Dictionaries and Computer Spell-checkers	
1	You may use a calculator unless you are told otherwise.
2	If you use a calculator <ul style="list-style-type: none"> • make sure it works properly; check that the batteries are working properly; • clear anything stored in it; • remove any parts such as cases, lids or covers which have printed instructions or formulas; • do not bring into the examination room any operating instructions or prepared programs.
3	Do not use a dictionary or computer spell checker unless you are told otherwise.
D Instructions during the examination	
1	Listen to the invigilator and follow their instructions at all times.
2	Tell the invigilator at once: <ul style="list-style-type: none"> • if you think you have not been given the right question paper or all of the materials listed on the front of the paper; • if the question paper is incomplete or badly printed.
3	Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
4	Fill in all the details required on the front of the question paper and/or the answer booklet before you start the examination. Make sure you fill these details in on any additional answer sheets that you use.
5	Remember to write your answers within the designated sections of the answer booklet.
6	Do your rough work on the proper examination stationery. Cross it through and hand it in with your answers. Make sure you add your candidate details to any additional answer sheets that you use.
E Advice and assistance	
1	If on the day of the examination you feel that your work may be affected by ill health or any other reason, tell the invigilator.
2	Put up your hand during the examination if: <ul style="list-style-type: none"> • you have a problem and are in doubt about what you should do; • you do not feel well; • you need more paper.
3	You must not ask for, and will not be given, any explanation of the questions.
F At the end of the examination	
1	If you have used more than one answer booklet and/or any loose sheets of paper, place them in the correct order. Remember to fasten them together with a treasury tag before you leave. Make sure you add your candidate details to any additional answer sheets that you use.
2	Do not leave the examination room until told to do so by the invigilator.
3	Do not take from the examination room any examination stationery, (i.e. the question paper, answer booklets used or unused), rough work or any other materials provided for the examination.
<p>This information must be made available to all candidates in advance of their examination(s). It may be provided electronically to candidates or in hard copy format.</p>	

This notice has been produced on behalf of:
AQA, City & Guilds, CCEA, Edexcel, OCR and WJEC
Notice to Candidates

GCSE, GCE, ELC, Functional Skills and Project Qualifications: Coursework Assessments

This leaflet tells you about some things that you must, and must not do when you are completing coursework.

Before you submit any coursework for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.

If there is anything that you do not understand, you **must** ask your teacher or lecturer.

Coursework provides you with an opportunity to do some independent research into a topic. The research you do will involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio, and on the internet.

Using information from published sources (including the internet) as the basis for your coursework is a good way to demonstrate your knowledge and understanding of a subject, but you must take care how you use this material - you cannot copy it and claim it as your own work.

The regulations state that:

"the work which you submit for assessment must be your own";

"you must not copy from someone else or allow another candidate to copy from you".

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called "referencing". You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, pg.29).

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example:
(<http://www.bbc.co.uk/schools/16/sosteacher/history/49766.shtml>), downloaded 12 February 2011.

You must also include a bibliography at the end of your work, which lists the full details of publications you have used in your research, even where these are not directly referred to, for example: Morrison, A. (2000) "Mary, Queen of Scots", London: Weston Press.

If you copy the words or ideas of others and don't show your sources in references and a bibliography, this will be considered as cheating.

Preparing your coursework – good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example, undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you for submitting drafts and final pieces of work. Your teachers are there to guide and assist you — showing them your work as it progresses will allow you and your teacher time to sort out any problems before it is too late.

Take care of your work and keep it safe. Don't leave it lying around where your classmates can find it. You must always keep your coursework secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you don't need.

Don't be tempted to use essays from online essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Don't think you won't be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using (or even marked the essay you have copied from!).
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks;
- you will be disqualified from that unit for that examination series;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

Your awarding body will decide which penalty is appropriate.

REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK

**This notice has been produced on behalf of:
AQA, City & Guilds, CCEA, Edexcel, OCR and WJEC
Information for candidates**

GCSE and Principal Learning: Controlled Assessments

This document tells you about some things that you must and must not do when you are completing your work.

Before you submit any work for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.

If there is anything that you do not understand, you **must** ask your teacher or lecturer.

Controlled Assessment will provide you with an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio, and on the internet.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject, but you must take care how you use this material - you cannot copy it and claim it as your own work.

The regulations state that:

"the work which you submit for assessment must be your own";

"you must not copy from someone else or allow another candidate to copy from you".

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called "referencing". You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, pg.29).

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(<http://www.bbc.co.uk/schools/16/sosteacher/history/49766.shtml>), downloaded 12 February 2011.

You may be required to include a bibliography at the end of your work. Your teacher or lecturer will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to, for example: Morrison, A. (2000) "Mary, Queen of Scots", London: Weston Press.

If you copy the words or ideas of others and don't show your sources in references and a bibliography, this will be considered as cheating.

Preparing your work – good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example, undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Don't leave it lying around where your classmates can find it. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you don't need.

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Penalties for breaking the regulations

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks;
- you will be disqualified from that unit for the examination series in question;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

Your awarding body will decide which penalty is appropriate.

REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK

Subject Information

You will be sent personalised information on the courses shortly. This will give you details of coursework and exam dates. GCSE examinations in the three core subjects (English, Maths and Science) are taken this year so here is some information about these. You will receive a timetable with exact dates and times before each set of exams.

GCSE English

In years 10 and 11, the vast majority of our students undertake the two new GCSE courses from the OCR specifications: English Language and English Literature. A minority of students study only the GCSE English course. From September 2010, students will no longer complete coursework tasks, focusing instead on controlled assessments, in addition to the regular exam format.

The Department has utilised the early-entry policy for some of our students in recent years and with the new syllabus, we plan to enter many students for their final English Language/ English exam in January of year 11. We view entry options with a flexible approach and our rigorous internal assessment programme informs decisions which are appropriate for each candidate and/ or group. In some cases, re-sit entries are available so that students have a second opportunity to achieve their target minimum grades.

Course Breakdowns:

GCSE ENGLISH LANGUAGE

Exam (worth 40% of final marks):

- SECTION A: Reading Non-fiction & Media
- SECTION B: Writing Information and Ideas

Controlled Assessments (worth 60% of final marks):

- EXTENDED LITERARY TEXT (15%): '*Of Mice and Men*' novel by John Steinbeck
- PERSONAL AND IMAGINATIVE WRITING (15%): Choice of real life personal account or prose fiction short story
- SPEAKING, LISTENING AND SPOKEN LANGUAGE (30%): 3 practical tasks (individual/ extended, group discussion, drama performance) and 1 written analysis of speech by public figure

GCSE ENGLISH

Exam (worth 40% of final marks):

- SECTION A: Reading Non-fiction & Media
- SECTION B: Writing Information and Ideas

Controlled Assessments (worth 60% of final marks):

- READING LITERARY TEXTS (20%): '*Of Mice and Men*' novel by John Steinbeck, '*Romeo and Juliet*' by William Shakespeare and a selection of poems by a writer from the OCR Anthology
- IMAGINATIVE WRITING (20%): Two linked writing tasks based on media or literary texts
- SPEAKING AND LISTENING (20%): 3 practical tasks (individual/ extended, group discussion, drama performance)

GCSE ENGLISH LITERATURE

Exam 1

-PROSE FROM DIFFERENT CULTURES (25%): '*Of Mice and Men*' novel by John Steinbeck

Exam 2

-LITERARY HERITAGE PROSE & CONTEMPORARY POETRY (25%): '*Dr Jekyll and Mr Hyde*' novel by Robert Louis Stevenson/ Analysis of unseen poem or analysis of one poem by a writer from the OCR anthology.

-Exam 3

-MODERN DRAMA (25%): '*Educating Rita*' by Willy Russell or '*Inspector Calls*' by J.B. Priestley

Controlled Assessment

-LITERARY HERITAGE LINKED TEXT (25%): Comparison of Shakespeare play and film/
Comparison of two poems by Wilfred Owen

GCSE Mathematics

Students will study Mathematics throughout Year 10 and Year 11, although some students may be entered for the GCSE in the November of Year 11, if it is felt that they will achieve or exceed their Target Grade. No students will be entered for the exam at the end of Year 10. Students who succeed in these exams will have further options open to them in order to extend their qualifications in Mathematics.

Students will also study for a GCSE in Functional Mathematics and will be entered for this exam in November, January or June dependent upon their success with their studies.

Students have started to prepare for this exam in Year 9.

There are no Controlled Assessments (coursework) within either GCSE Maths or Functional Mathematics.

GCSE Science

Most students will sit some GCSE exams during Year 10 and all students will undertake some coursework during Year 10.

Students in sets B2 and B3 are studying for a single "core" Science award and there are three exams, one each for Biology, Chemistry and Physics which are taken in January and/or June of Year 11.

Students in sets B1, A2 and A3 will complete "core" Science GCSE by the end of Year 10. They will sit the three exams in June of Year 10. They will complete the "additional" Science GCSE by the end of Year 11. They will sit the three exams in January and/or June of Year 11.

Students in set A1 are on a fast track programme to obtain three Science GCSE's, one each for Biology, Chemistry and Physics. They will sit the "core" Science GCSE in January 2012, the "additional" Science GCSE in January 2013 and the "separate" Science GCSE's in June 2013.

All students obtain marks from practical coursework exams (ISA's) that involve practical work in class, followed by a written examination. Students are given dates for these well in advance.

Provisional exam dates for *GCSE Sciences* - please do not book a holiday during these dates:

12-20 January 2012

June 2012

January 2013

June 2013

Coursework Information and Tips for Parents and Students

Coursework - most examinations involve coursework which contributes different amounts towards the overall grade.

Important things for students to do:

- Go to all lessons - if you are away - catch up missing work
- Save all coursework sheets given out by the teacher - put them in a folder
- Don't leave coursework - keep to the deadlines
- Check you know exactly what you have to do - keep going back to your teacher
- Do draft copies and ask teachers to mark it and show you how to improve
- Don't copy chunks of work from books or the Internet - the results of this are very severe.

Important tips for parents:

- Make sure your child attends fully
- Encourage, praise and show an interest in what your child is doing
- Have a calendar in the kitchen with key dates and deadlines
- Help to organize your child by providing paper, pens, folders etc
- Ask the school for a set of coursework descriptions and possible mark schemes
- Find out if there are any TV programmes, books, CDs that can be listened to together
- Let the school know quickly if your child experiences any difficulties at home including personal and social issues.

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 	summarize, 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 ○ organization 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 ○ generalize 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, generalize, 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 ○ recognize subjectivity 	assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

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.

- Oral questioning
- Written tasks
- 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.

Below 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 Grades (A*-G) for each student are worked out by the School Data Leader using levels achieved previously and given to subject teachers. These will be shared with pupils at the beginning of the year and written into exercise books and planners.

Target Grades will be discussed with students on a regular basis. Students will also be given ways forward to improve their understanding and progress.

Students should aim to achieve at least their Target Grade (TG).

During Year 10 and 11 work will be a mixture of coursework and tasks for exam preparation. The structure of the course and the balance of coursework and exam preparation will depend upon what is required for each GCSE Exam Syllabus.

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 GCSE Grade, 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

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 Grades, the previous assessment grades as well as the current assessment grade, effort grade and predicted grade.

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.

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 Grades (TG), the previous and current Working Grades (WG) and a Grade for Effort over the half term.

		TG	WG	Effort
Example	John Smith	C	D	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 10 exams take place week beginning **Monday 28 May 2012**. 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 **May 2012**.

Please note these dates:-

Progress Report 1	21 October 2011
Progress Report 2	20 January 2012
Progress Report 3 (Full written report)	4 May 2012
Year 10 Exams	w/c Monday 28 May 2012*
Year 10 Science Exams	12-20 January 2012*
	June 2012*
Parent's Evening	Tuesday 15 May 2012
* to be confirmed	

Behaviour

Our Vision

To be recognised as an outstanding school that demonstrates excellence in:

- the quality and vibrancy of our learning culture;
- our levels of achievement;
- the ways in which we work together with our students, parents and wider community;
- our contribution to developing lifelong learners by making learning accessible and enjoyable for all;
- enabling our young people to make a positive contribution as confident and responsible citizens;
- providing opportunities to empower young people by nurturing their creativity;
- enabling young people to make informed choices about healthy lifestyles.

Our Values

We are committed to ensuring that our school is a community based on:

- honesty, fairness and openness in our dealings with others;
- accepting responsibility for ourselves, our actions and our environment; respecting the right of others to learn;
- treating one and other with courtesy and respect, caring for and supporting each member of our school community;
- striving to be the best we can be, demonstrating perseverance and resilience.

Aspect	School and Governing Body	As a student I will	As a parent/carer I will
Teaching and Learning	<ul style="list-style-type: none"> • Provide a safe, pleasant and well-resourced learning environment • Deliver a broad and balanced curriculum that is personalised to meet individual needs • Ensure that young people receive the support and guidance they need to achieve and make progress • Ensure that young people receive the support they need to become independent learners 	<ul style="list-style-type: none"> • Work hard and do my best at all times • Take responsibility for my own learning and not give up when learning is hard • Know my subject targets and try to achieve my learning goals • Take responsibility for being fully equipped for learning 	<ul style="list-style-type: none"> • Reinforce the teaching in school by assisting, supporting and encouraging learning at home • Ensure that my child is properly equipped for school by encouraging him/her to be organised • Encourage my child to learn in advance and think independently
Conduct in school and beyond the school gates	<ul style="list-style-type: none"> • Consult upon the school's behaviour policy and review it every two years. • Ensure that the policy is implemented fairly and that vulnerable children are not overly represented in the school's sanctions • Ensure that staff implement the behaviour policy in a fair and consistent way • Ensure that behaviour is taught and that children are encouraged and rewarded for good behaviour • Ensure that sanctions reflect the offence and that young people 	<ul style="list-style-type: none"> • Contribute sensibly to the school's behaviour policy obey the school rules so that everyone is kept safe and treated with respect • Behave in a reasonable and sensible manner and never disrupt the learning of others • Take responsibility for my own safety and that of others by ensuring that I am aware of the consequences of risk in my lifestyle • Recognise that behaviour out of school, including to and from school, reflects upon myself, my 	<ul style="list-style-type: none"> • Support the school in its implementation of the behaviour policy • Ensure that my son/daughter is aware that his/her behaviour out of school is as important as his/her behaviour in school

	<p>understand why they are sanctioned and how to improve.</p>	<p>parents/carers and the school and that good behaviour is expected on trips, college placements and work experience.</p> <ul style="list-style-type: none"> • Follow the e-safety safety policy in school and at home because it is there for my own protection and the protection of others 	
Homework	<ul style="list-style-type: none"> • Produce an appropriate homework timetable for every student • Set homework that is relevant and purposeful • Ensure that homework is set in accordance with the homework timetable • Ensure that homework is marked regularly and young people provided with helpful feedback 	<ul style="list-style-type: none"> • Recognise that homework is an important part of learning and submit it punctually completed to the best of my ability 	<ul style="list-style-type: none"> • Provide a suitable environment for my child to do his/her homework • Take an interest in home work set by the school and encourage my child to be an independent learner • Ensure that homework is submitted punctually and completed to the best of my child's ability
Dress and Appearance	<ul style="list-style-type: none"> • Communicate the uniform requirements clearly • Ensure that young people understand the relationship between uniform and attitudes to learning and the school community • Be consistent in the implementation of the school uniform regulations 	<ul style="list-style-type: none"> • Maintain high standards of dress and appearance at all times in accordance with the school uniform regulations 	<ul style="list-style-type: none"> • Support the school in the implementation of the dress code by ensuring that my child attends school wearing the school uniform and understands the importance of being sensibly dressed

<p>Attendance and Punctuality</p>	<ul style="list-style-type: none"> • Publish term dates twelve months in advance of the school year • The school will encourage excellent attendance and will only authorise absence in exceptional circumstances and after a formal application has been made to the school • Ensure that young people with a poor attendance record receive support to improve their attendance • Ensure that parents and carers understand the relationship between attendance and attainment and raise attendance at 'Parents' Evenings' • Be proactive in ensuring an excellent record of attendance and punctuality 	<ul style="list-style-type: none"> • Aim to achieve 100% attendance • Be punctual to school and to lessons 	<ul style="list-style-type: none"> • Ensure that my child attends school on published term dates as required • Not seek to remove my son/daughter from school unless it is in 'exceptional circumstances' in which case I will make a formal application to the school • Ensure that my child arrives punctually to school
<p>Environment</p>	<ul style="list-style-type: none"> • Provide a high quality, safe, pleasant and well resourced environment • Provide a climate of respect for each other and the school and wider environment through the taught curriculum and by praising and rewarding positive, caring behaviour 	<ul style="list-style-type: none"> • Respect and care for the school environment • Maintain a working atmosphere by moving sensibly around the building • Help staff to keep the school clean and tidy by placing litter in bins and taking care of displays • Respect plants and trees in the school grounds and respect the property of others 	<ul style="list-style-type: none"> • Encourage my child to contribute to maintaining the school's environment by reminding them to use litter bins in and around the school, respect displays, fittings, furniture and the property of others

		<ul style="list-style-type: none"> • Help to keep the school environment safe by not bringing any harmful substance or weapon onto the school site 	
Extra Curriculum	<ul style="list-style-type: none"> • Provide a rich and varied programme of extra curricular activities • Ensure that all children are encouraged and enabled to participate in a range of activities including those with Special Educational Needs • Ensure that children are kept safe on activities and that parents are provided with information well in advance 	<ul style="list-style-type: none"> • Participate with determination and pride in sporting and other organised school events. • Enjoy and participate in extra-curricular activities designed and planned by staff to enrich my educational experience. 	<ul style="list-style-type: none"> • Provide appropriate support in order to enable my son/daughter to participate in extra-curricular activities • To encourage my child to participate in new and challenging experiences to enrich his/her education
Home School communication	<ul style="list-style-type: none"> • Arrange consultation time for parents' to discuss their child's progress • Keep parents informed about school activities through regular newsletters • Communicate with students and parents about progress and behaviour • Consult with parents on important school issues and enable them to participate in school events 	<ul style="list-style-type: none"> • Accept responsibility for helping the school communicate with my parents, carers by ensuring that all letters are taken home and given to my parents/carers. 	<ul style="list-style-type: none"> • Attend Parents' Evenings and other meetings where appropriate • Respond to communications from the school and remind my child to check their bags for school/home communications
Well-being	<ul style="list-style-type: none"> • Ensure that the school is a safe and friendly place to be in and to learn in • Ensure that all young people and staff understand what bullying is and that 	<ul style="list-style-type: none"> • Through my actions and conversations treat all people with respect in and out of school • Make sure that my diet, exercise and 	<ul style="list-style-type: none"> • Work in partnership with the school to identify and eradicate all forms of bullying including cyber bullying • Ensure that my child knows what to

	<p>bullying comes in many forms</p> <ul style="list-style-type: none">• Ensure that young people know how to access help and support when needed• Ensure that young people understand that the choices made about their diet, exercise, and lifestyle will effect their personal wellbeing	<p>lifestyle keep me safe and ensures that I am ready to learn</p> <ul style="list-style-type: none">• Make sure that I inform a relevant adult if I am concerned about the well-being of another member of the school.	<p>do if he/she is being bullied at school and ensure that they know that some of their own behaviours may be construed as bullying</p> <ul style="list-style-type: none">• Be vigilant regarding my child's use of the computer at home and remind my son/daughter about safe internet use• Encourage my child to eat healthily, including eating breakfast and take regular exercise• Ensure my child has between 8½ and 9½ hours sleep per night as recommended by the NHS• Ensure that my child understands peer pressure and is aware of the dangers of alcohol and substance abuse• Support the school in maintaining a safe and secure environment by ensuring that my child does not bring a weapon or dangerous substance into school
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Uniform

APPROPRIATE	INAPPROPRIATE
<ul style="list-style-type: none"> • Coats of any sort • Shirts with “proper” collars designed to be worn with ties / not fitted / long enough to be tucked into trousers or skirts • Jumpers or cardigans – black only / long sleeved / v necked / long enough to cover shirts • Girls’ skirts – black only / plain A line / pleated / straight / to the knee • Trousers – plain black tailored with waistband and zip • Ties – clip on ties of appropriate colour (available from reception at a cost of £3.00) • Blazers – black only / with school badge / worn at all times (School badge is available from reception at a cost of £3.00) • Shoes – black / “sensible” and “safe” footwear • Jewellery – Minimum worn i.e. watch, simple earrings for health & safety reasons 	<ul style="list-style-type: none"> • Not to be worn in the building at any time • Open neck shirts not designed for wear with ties / fitted shirts / any colour other than white • No patterns or additional colours • No figure hugging material significantly above the knee • No hipsters / no fashion belts / no tight fitting material • Nothing other than “clip ons” • No fitted fashion jackets • No trainers / no overtly “fashion” shoes • No overtly “loud” fashion jewellery

Personal Appearance

- Tattoos are not allowed.
- Limited jewellery is to be worn.
- Natural looking Make up and nail varnish can be worn.

Hair

- Hairstyles must be appropriate for school.
- Brightly dyed hair is not advisable and shaven heads (including shaved designs) are not acceptable.
- For Health and Safety reasons if hair is braided, there must be no beads, ribbons or coloured threads, long hair must be tied back for all practical lessons and 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
- Videos / Photos being taken using camera phones
- Inappropriate material being found on camera phones.

The school rule is clear; phones must be switched off during lessons. 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.

We are currently investigating a new system of rewards which reflects the school's ethos of recognising achievement. This system has been extremely successful in other schools and is effective from Year 7 to Year 13. Parents will be updated in more detail when it is launched. Currently our reward system is still linked to credits but in addition, incentives are in place and achievement recognised through:

- Whole School Awards Evening
- Magic Moments board
- Displays of success in the reception area
- Attendance / punctuality / student achievement rewards
- Subject and pastoral praise postcards are sent home

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	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 Year Leader Daily Report

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 Student Support Centre Fixed Term Internal Exclusion 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 was introduced 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. However most 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 receive detentions!

Attendance

100%	Excellent	85-89%	Unsatisfactory
95-99%	Good	Below 85%	Serious Concern
90-94%	Satisfactory		

Good attendance is necessary for learning and progress. It is known that the grades of students drop if attendance falls below 95.5%. Please report all absences to the school before 9am on the same day. There is a dedicated phone line for this (01782 296 799). Please write a note in the MAP on your child's return.

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 90% (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 and verbal explanation of absence.

If you have any questions or queries regarding attendance issues, please do not hesitate to contact Mrs Proudman. 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. Students must be in the form room before the first bell rings at 8.40am and 1.00pm. If any students are late they will serve a 20 minute detention after school on the same day see the section headed 'detentions'.

Calendar 2011-2012

Mon 5 September

Tue 6 September

Wed 7 September

Mon 17 - Fri 21 October

Tue 18 October

Fri 21 October

Mon 24 - Fri 28 October (inc)

Mon 19 December

Wed 21 December - Mon 2 January (inc)

Fri 20 January

Wed 8 February

Mon 13 - Fri 17 February (inc)

Fri 16 March

Mon 2 - Fri 13 April (inc)

Thu 19 April

Fri 4 May

Mon 7 May

Tue 15 May

w/c Mon 28 May

Fri 1 - Fri 8 June (inc)

w/c Mon 2 July

Wed 4 July

w/c Mon 9 July

Wed 11 July

Wed 18 July

Training Day - School Closed for Students

Training Day - School Closed for Students

School Starts

Y10 & Y11 Trip to France

Pace Day

Progress Report 1 to Parents

HALF TERM

Pace Day

HOLIDAYS

Progress Report 2 to Parents

Pace Day

HALF TERM

Training Day - School Closed for Students

HOLIDAYS

Y10 History Trip to the Galleries of Justice

Progress Report 3 & Annual Report to Parents

May Day Holiday - School Closed

Y10 Parent's Evening

Y10 Exams

HALF TERM

Sports Week

Key Stage 4 & 5 Awards Evening

Y10 Work Experience

Summer Concert

Last day of term

Year 10 Homework Timetable 2011-2012

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. Display this timetable somewhere handy for both you and your child i.e. fridge door, notice-board.

Week 1	Group A	Group B
Monday	Option C Maths Science	Option C English
Tuesday	English Maths	IT Maths English
Wednesday	Option D English	Option D Maths
Thursday	Option B IT	Option B Science
Friday	Science Option A	Science Option A

Week 2	Group A	Group B
Monday	Maths IT Science	IT English Maths
Tuesday	Maths English	Maths Science English
Wednesday	Option C Option D	Option C Option D
Thursday	Option A Option B	Option A Option B
Friday	Science English	Science

Groups B3 and B4 may not need 2 homeworks per week. Please issue at least 1 at your discretion.

Governor Information

The school has 22 governors:

Parents	:	Mr K Barnsley Mrs D Taylor Mr R Gibson	Mr A Rosser (Chair) Mrs D Bestwick Vacancy x2 (as at September 2011)
LEA	:	Mrs S Burgess Cllr H Lowndes	Mr PR Leese Vacancy (as at September 2011)
Co-opted	:	Rev W Slater (St James' Church, Newchapel) Mr R Phillips Mrs K Minton Mrs L Law Vacancy x1 (as at September 2011)	
Sponsor	:	Vacancy x2 (as at September 2011)	
Teachers	:	Mr A Bunn (Subject Leader of PE) Mr A Bygrave (Assistant Headteacher)	
Staff	:	Mrs S Sproson	
Headteacher	:	Mrs F Hewardine	

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
- meeting with the School Council

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

Procedures for 2011-2012

School Meals

The charge for a full school meal is £2.20 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.

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 3 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.

PRIVACY NOTICE
for

*Pupils in Schools, Alternative Provision and Pupil Referral Units
and Children in Early Years Settings*

Privacy Notice - Data Protection Act 1998

We Maryhill High School are a data controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information and personal characteristics such as your ethnic group, any special educational needs and relevant medical information. If you are enrolling for post 14 qualifications we will be provided with your unique learner number (ULN) by the Learning Records Service and may also obtain from them details of any learning or qualifications you have undertaken.

We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to.

We are required by law to pass some information about you to the Local Authority and the Department for Education (DfE)

If you want to see a copy of the information about you that we hold and/or share, please contact the school office.

If you require more information about how the school, Local Authority (LA) and/or DfE store and use your information, then please go to the following websites:

<http://www.maryhill-high.co.uk/>

<http://www.staffordshire.gov.uk/education/yourdata/Yourdata.aspx>

and

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/privacynotices/a0077959/w-hat-the-department-does-with-pupils-and-childrens-data>

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/privacynotices/a0064391/w-ho-the-department-passes-pupil-data-to>

If you are unable to access these websites we can send you a copy of this information. Please contact the LA or DfE as follows:

- Information Governance Unit
Staffordshire County Council
St Chad's Place
Stafford
ST16 2LR
e-mail: foi@staffordshire.gov.uk
- Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
Website: www.education.gov.uk
email: <http://www.education.gov.uk/help/contactus>
Telephone: 0370 000 2288

In addition for Secondary Schools

Connexions Services - Once you are aged 13 or over we are required to pass on certain information to the Connexions services. Connexions is the government's support service for all young people aged 13 to 19 in England. We must provide both your and your parents(s) name and address, and any further information relevant to the Connexions services' role. However, you (if you are over 16) or your parents can ask that no information beyond name and address be passed to Connexions. Please inform the school office if you wish to opt-out of this arrangement. For more information about Connexions please go to the LA website shown above.

The Learning Record Service - The information we supply will be used by the Chief Executive of Skills Funding, to issue students with a Unique Learner Number (ULN) and to create a Personal Learning Record. Further details of how information is processed and shared can be found at www.learningrecordsservice.org.uk/privacynotice.

SISRA - SISRA Limited is registered with the Information Commissioner's Office and processes data in accordance with the Data Protection Act 1998 and the Code of Practice issued by the regulators of England, Wales and Northern Ireland.

SISRA Limited will undertake the following administrative activities in relation to the processing and exchange of candidates' personal data.

1. Personal data relating to the name(s), grades, gender, ethnicity, SEN status, unique candidate identifier(UCI number), Date of Birth, Post Code and on occasion, unique pupil number (UPN) of an individual candidate will be collected by SISRA Limited for the purposes of examination results analysis and progress tracking.
2. A candidate's personal data will only be collected from registered schools/colleges in the context of examination results and progress analysis.
3. Such data collected will not be used for any purposes by SISRA Limited other than for the administration of the examinations results and progress analysis process.

Reply Slip

Student's Name

Form

* I confirm that I have received the Year 10 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.

Privacy Notice

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

Medical Information

* I have completed the medical section on the student data collection sheet

* I have no reason to complete the medical section on the student data collection sheet

Disciplinary Policy (Very Important)

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

Internet Access

For parents with e-mail accounts, please complete your e-mail address on the student data collection sheet.

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

* I would prefer to receive Maryhill Newsletters by e-mail

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 3 October at the latest.