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# Parent and Student Support Pack

2011/2012

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# Introduction and Contacts

Welcome to your parent and student support pack for the Sixth Form, which you should find informative and useful as a handbook.

Thank you for choosing to remain with the Sixth Form; we trust that you will be satisfied with the level of support, guidance and education that your son/daughter will receive whilst they continue their studies with us. Our aim is to ensure that your son/daughter reaches their academic potential and finds a path into further or higher education which is right for them whilst also being given the opportunity to develop socially as a young adult.

We maintain contact with parents at regular points throughout the year but you should feel free to contact the Year Leader should any issues arise.

Your son/daughter will have a Form Tutor in Year 12 who will be delivering a tutorial programme covering a variety of issues including: study skills, revision techniques, driving awareness, citizenship, personal learning and thinking skills, finance, budgeting, interview skills and life skills just to name a few. In Year 13 they will change tutor and be guided through the UCAS process where they will be applying for University or seeking employment with the guidance of Connexions.

Form Tutors also act as personal tutors and should be the first point of contact for any problem. The Year Leader is also available for any help, support or guidance both academically and socially should your son/daughter need anyone to speak to.

If parents need to contact the Year Leader then they can do so by emailing (yearleaderks5@maryhill-high.staffs.sch.uk) or they can contact the school office and your query will be dealt with as soon as possible.

Please note that for holidays in term time, the necessary holiday forms are still required to be filled in and handed to the Form Tutor.

Year 12 and 13 Leader: Mrs D Wakefield  
Form Tutors: Mrs P Gregory  
Dr N Ma

Assistant Head with overall responsibility for post-16 learning – Mr K Rollings

Maryhill High School  
Gloucester Road  
Kidsgrove  
ST7 4DL

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

# Assessment Calendar and Term Dates

## **Wed 7 September**

Tue 18 October  
Fri 21 October

## **Mon 24 – Fri 28 October (inc)**

Monday 7 November  
w/c Mon 21 November  
Thu 8 December  
Wed 14 December  
Mon 19 December

## **Wed 21 December – Mon 2 January (inc)**

Thu 5 January  
w/c Mon 9 January  
Wed 8 February

## **Mon 13 – Fri 17 February (inc)**

Mon 27 February

## **Fri 16 March**

Fri 30 March

## **Mon 2 – Fri 13 April (inc)**

## **Mon 7 May**

w/c Mon 14 May  
Wed 30 May

## **Fri 1 June - Fri 8 June (inc)**

w/c Mon 2 July  
w/c Mon 2 July  
Wed 4 July  
Wed 11 July  
Wed 11 July  
**Wed 18 July**

## **School Starts**

Pace Day  
Progress Report 1 to Parents

## **HALF TERM**

AS Photography Trip  
Exams\*  
Progress Report 2 to Parents  
OAP Christmas Lunch  
Pace Day

## **HOLIDAYS**

KS5 Parent's Evening  
AS & A2 Exams Start\*  
Pace Day

## **HALF TERM**

A2 Photography Trip  
**Training Day – School Closed**  
Progress & Annual Report to Parents

## **HOLIDAYS**

## **May Day – School Closed**

AS Exams Start\*  
Olympic Torch coming through S-o-T

## **HALF TERM**

Sports Week  
UCAS Day  
KS4 & KS5 Awards Evening  
Pace Day  
Summer Concert (Evening)  
**Last Day of Term**

\* to be confirmed

# **Examination and Coursework Procedures**

## **A Levels, OCR, BTEC, GCSE**

- All courses are generally assessed by coursework and/or exams. The rules and regulations for such are strict and should be adhered to at all times; failure to do so could result in disqualification of the candidate or being awarded 0 marks.
- In order to ensure that these rules are met please refer to the guidelines overleaf published by the JCQ for both coursework and examinations.
- As always, staff at Maryhill will guide and support students through their assessment process to ensure maximum success.
- Students will always receive a statement of entry prior to their exams, informing them of dates and times of exams. This should be kept safe and referred to throughout the revision process.
- Results for January exams are normally available in March and for June exams will be available in August.

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.

<b>A Regulations – Make sure you understand the rules</b>	
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, <b>including mobile telephones</b> , iPods, MP3/4 players or any other products with text/digital facilities. Any pencil cases taken into the examination room must be see-through. <b>Remember:</b> 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>B Information – Make sure you attend your exams and bring what you need</b>	
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.
<b>C Calculators, Dictionaries and Computer Spell-checkers</b>	
1	You may use a calculator unless you are told otherwise.
2	If you use a calculator <ul style="list-style-type: none"> <li>• make sure it works properly; check that the batteries are working properly;</li> <li>• clear anything stored in it;</li> <li>• remove any parts such as cases, lids or covers which have printed instructions or formulas;</li> <li>• do not bring into the examination room any operating instructions or prepared programs.</li> </ul>
3	Do not use a dictionary or computer spell checker unless you are told otherwise.
<b>D Instructions during the examination</b>	
1	Listen to the invigilator and follow their instructions at all times.
2	Tell the invigilator at once: <ul style="list-style-type: none"> <li>• if you think you have not been given the right question paper or all of the materials listed on the front of the paper;</li> <li>• if the question paper is incomplete or badly printed.</li> </ul>
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.
<b>E Advice and assistance</b>	
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"> <li>• you have a problem and are in doubt about what you should do;</li> <li>• you do not feel well;</li> <li>• you need more paper.</li> </ul>
3	You must not ask for, and will not be given, any explanation of the questions.
<b>F At the end of the examination</b>	
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><b>This information must be made available to all candidates in advance of their examination(s).</b>  <b>It may be provided electronically to candidates or in hard copy format.</b></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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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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- 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**

# Monitoring Student Progress

Each student will be given Target Grades (TGs) for each subject at the beginning of the Autumn Term.

TGs are worked out according to the student's performance in their GCSEs and an average GCSE point score is calculated. The TG is then worked out using this score along with data on how students have performed on similar subjects in the previous year.

Students should aim to achieve **at least** their Target Grade and therefore each student will be given an aspirational grade in each subject that will also appear on reports. These grades are attainable by students with excellent effort and attendance. Students studying for OCR, BTEC or GCSE have their grades worked out in a similar way.

Qualification	Pass Grades
AS Level	A-E
A Level (A2)	A*-E
BTEC	Distinction, Merit, Pass
OCR	Distinction, Merit, Pass
GCSE	A*-G

Each assessment on the calendar allows subject teachers to give a Working at Grade (WG) for each student based upon the work that they have produced during that half term. Tracking reports sent to parents will contain information regarding working at grades, grades for effort, target grade and a predicted grade, which is where the teacher uses the WG and the effort grade to determine whether the student is on course to meet their target grade. (See attached information on Assessment of student progress for further guidance.)

Information to parents will be given in the following different ways:

- Tracking report - this is where the TG, WG, effort grade and predicted grade for each subject at the end of each half term is sent home to parents.
- Written report - in addition to using grades, subject teachers are given an opportunity to provide a written, personal comment regarding the student's progress.
- Parents evening - This is an opportunity for parents to talk directly to the student's subject teacher regarding specific progress in that subject.

If any concern regarding student's progress arises following any assessments then intervention from the school, initiated by the tutor will be put into place.

Firstly the tutor will be notified of any problems, either by the subject staff concerned or by the student themselves.

Next step: If progress has still not been made then parents will be contacted and after liaison it will be discussed as to whether the student should be redirected onto a more appropriate course of study.

## Assessment of Student Progress for Year 12 and 13

Target Grades (A-E) and Aspirational Grades for each student are worked out by the School Data Leader and given to subject teachers. These will be shared with students at the beginning of the year.

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 a least their Target Grade.

Work will be marked on a regular basis and the Grade attained written on the work along with a comment that gives students a way to improve their work.

### Assessments and Progress Reports

Formal assessments will take place towards the end of each half term. These will be given a Working at Grade and a Grade for Effort over the half term. This is where the teacher weighs up the standard of work being produced, along with the effort, against what stage the student is at on the course as a whole and judges whether they are still on course to achieve their Target Grade.

Example John Smith – English Literature

TG	C	The Target Grade
ASP	B	The Aspirational Grade
WG	B	The Working at Grade
Effort	E	The Effort Grade

John is already working above his TG and is predicted to attain his ASP. This is because of his excellent effort.

Effort will be Graded as follows

- Ex - Excellent
- S - Satisfactory
- Un - Unsatisfactory

Excellent – Ex

- 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
- Give 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.

## Important Dates

- Exams will take place in the week beginning 21 November 2011
- There will be an opportunity to discuss your child's progress at the Parent's Evening on Thursday 5 January 2012
- AS and A2 exams begin week beginning 9 January 2012\*
- Written reports will be sent home Friday 30 March 2012
- AS exams begin week beginning 14 May 2012\*

\* Provisional dates

# Expectations

Sixth Form students are considered to be role models for all other students in the school, especially in the following areas:

## Behaviour

Behaviour of Sixth Form students is expected to be impeccable, allowing opportunity for sensible discussion and focused work at all times.

## Dress

Students in the Sixth Form are not expected to wear school uniform, however should dress appropriately for work and maintain the smart dress code observed throughout the remainder of the school.

## Attendance

Sixth Formers are expected to have full attendance and be punctual to all lessons. Registration will take place with personal tutors every day at 8:40AM and 1:00PM. If students have a timetabled lesson at any point within an AM or PM session then they are expected to register at the beginning of that session and stay in school for the rest of that session. Students are not permitted to come and go within any one session.

If students have no lessons in an AM or PM session then they may choose to work at home or may attend school to use the study area (room 29). This is a privilege for Sixth Form students and if a student's progress is a concern and they are failing to meet their target grades then they will be told to attend supervised sessions in the Sixth Form study area to ensure that satisfactory work is completed. If students choose to come into school during a session where they have no lessons then they should attend registration with their personal tutor at either 8:40AM or 1:00PM and remain in school for the whole of the session. This is a Health and Safety requirement.

If students are absent from any lessons it is their responsibility to see the subject teacher and catch up on any missed work before the next lesson.

If a teacher is absent then it is the student's responsibility to go to the Sixth Form study area (room 29) and check for work set by their teacher. If there are any problems then Mr Rollings or senior staff will help.

## Work

Sixth Formers are expected to be well prepared and organised for all lessons. Homework and assignments should always be completed to a high standard and handed in to the deadline. Action will be taken if students fail to do this, see above.

Students are expected to be more independent learners and should take the initiative to carry out extra study. **It is expected that students spend an equal amount of time on work outside of school as they do in school.** This is vital if target grades are to be achieved at the end of the academic year.

## Part Time Employment

It is recognised by the school that some students may take up part time employment whilst studying. It is not recommended that students work for more than 12 hours per week and at no point should this work interfere with their academic study.

# Partnership Agreement

To ensure that students receive the best experience possible whilst studying at Maryhill Sixth Form, we will provide a 14-19 partnership agreement. This is a 3 way agreement to be signed and adhered to by the learner, parent/carer and the school. This ensures that all 3 parties work in collaboration to create a successful learning experience.

## Tutorials

Each student will be allocated a 10 minute slot with their personal tutor each fortnight. This will take place in AM registration and will allow close monitoring of the student's progress. It provides an opportunity to address any problems or concerns.

Tutorial time will be used to deliver a post-16 Citizenship programme and to address any current issues or topics.

## Curriculum Entitlement

Each subject teacher will provide their students with a Curriculum Entitlement. This should be kept and referred to throughout the year, it provides important deadlines and exam dates which are specific to each subject.

The subject calendar shows the topics to be covered over the year and titles of any assignments to be completed. If classes are taught by more than one teacher it shows the different topics which are to be taught by each teacher. Parents and students should therefore be fully aware of what is happening throughout the 1 or 2 year Sixth Form course of study.

# Support

As a student in the Sixth Form you will experience many changes which demand a positive attitude and a high level of organisation. No-one expects you to adapt to these changes on your own. There are many levels of support available to you, all of which are aimed at helping you to make the most out of school both academically and socially.

For most students the greatest support will come from their parents. Parental support is as important as ever at this crucial time and they should be encouraged to contact the school if they feel that their son/daughter is having problems or if they need any advice on how to support their child further. There will be opportunities throughout the year to meet teachers but parental contact with school should not be restricted to these scheduled meetings.

## Form Tutor

In school the Form Tutor is the student's first point of contact. He/she is there to help with any problems – academic, social or emotional - which may be affecting in any way the student's performance. All discussions are dealt with in the strictest confidence, but if necessary and with the individual student's permission the Sixth Form Leader may become involved.

Each student will have a regular scheduled meeting with his/her form tutor in order to mentor and record progress and to provide any guidance which may be needed. Form tutors will arrange this at the beginning of the Autumn Term and students will be expected to adhere strictly to the arranged meetings.

## School Mentor Service

Students in Maryhill Sixth Form have the opportunity of using this service should they need it. Mrs Peel will work with any issues in strict confidence and students can come for one session or many depending on their individual needs. There is no obligation to continue once they begin. If a student wishes to see her he/she should make an appointment via the school office.

## Connexions\*

Connexions is a career advisory service which we provide within school for all students. Sixth Form students are encouraged to seek advice and guidance from Connexions regarding future careers, Anne Roberts is our Connexions advisor and she is in school every Thursday and Friday. The Connexions office is based in the Student Support Centre (room 7) and students should approach Anne Roberts to make appointments.

\* Service subject to change

# 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 L Law	Miss K Minton 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

## **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, school clinic and dental clinic. It is our policy to co-operate with any police enquiry. If pupil information is requested we contact parents before releasing details.

## **Safety**

Sixth Form students are not allowed to bring motor vehicles onto the school grounds. 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.

## 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/what-the-department-does-with-pupils-and-childrens-data>

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/privacynotices/a0064391/who-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](mailto:foi@staffordshire.gov.uk)
- Public Communications Unit  
Department for Education  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT  
Website: [www.education.gov.uk](http://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](http://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 Sixth Form 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

### 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 the 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.