

# Maryhill High School

## Media Arts College



# Parent and Student Support Pack



NAME

TUTOR GROUP

<b>Contents</b>	<b>Page</b>
Introduction	2
Our Support Network	3
Advice & Guidance to Parents on Supporting your Child	4
Connexions Staffordshire - What They Do	5
Learning & Assessment 1 - Learning Development	6
Learning & Assessment 2 - Assessment for Learning	8
Learning & Assessment 3 - Reports & Review Days	11
School Rules	13
Behaviour	18
Phones & MP3 Players / I-Pods	19
Rewards & Sanctions	20
Detentions	21
Attendance	22
Punctuality	22
Calendar 2011-2012	23
Year 9 Homework Timetable 2011-2012	24
Governor Information	25
<b>Procedures for 2011-2012</b>	
School Meals	26
Safety	26
Study Support Club	27
Detention / Clubs / Sports	27
Lost Property	27
Medical Information	27
Photographs & Video	27
School Fund	28
Data Protection Information for Parents & Students	29
Privacy Notice	30
Reply Slip	32

## Introduction

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

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

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

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

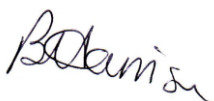
You can also store reports and other assessment information in the binder you received with your first pack.

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

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

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

Signed



Ms B Harrison  
Year 9 Leader

## **Our Support Network**

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

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

For parents, if you need to contact the Year Leader for any reason, then we ask that you either write a letter via your child's planner, Email (yearleadery8@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 9 Leader: Ms B Harrison  
Form Tutors: Miss N Gilchrist, Mr S Austin, Mrs G James,  
Miss A Williams, Mrs S Bailey, Mr S Pimblott

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](http://www.essaybank.com) - coursework help - but don't copy it.

[www.positivelymad.co.uk](http://www.positivelymad.co.uk) - ideas for remembering information

[www.gcse.com](http://www.gcse.com) - help with revision techniques.

[www.s-cool.co.uk](http://www.s-cool.co.uk) - tips on getting through exam days.

## **Advice and Guidance to Parents on Supporting Your Child**

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

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

So what can you do to help?

Try the following

### **Attendance**

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

### **Review Day**

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

### **Manager**

Provide a quiet room, pens, paper etc.

### **Organiser**

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

### **Adviser**

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

### **Communication**

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

## **\*Connexions Staffordshire - What They Do**

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

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

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

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

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](http://www.cxstaffs.co.uk)

---

\* Services subject to change

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

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

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

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

## Learning for the Student - 2 Assessment for Learning

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

Assessment can take many forms and some are listed below.

- 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.

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

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

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

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

2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a	7c
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

⇒⇒⇒⇒⇒⇒ Progress being made

Students should aim to achieve at least their Target Level.

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

Maryhill High School Marking Policy

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

Work in Exercise Books/Folders at KS 3 and 4

You should see:

- Ticks and comments to show that the work has been seen by the teacher
- Some basic spellings and grammar corrected
- Brief comments on what to do to improve/move on next time
- A comment made on effort
- Credits, stickers or stamps may also be used

Formal Assignments at KS3 and Coursework at KS4

You should see:

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

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

Assessments

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

Effort will be graded as follows

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

Excellent - E

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

Satisfactory - S

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

Unsatisfactory - U

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

## **Learning for the Student - 3 Reports and Review Days**

### Progress Reports

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

	TL	WL	Effort
John Smith	6	5a	S

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

### Written reports

These contain the grades as above and also examination marks (where appropriate). Year 9 exams take place week beginning 20 February 2011. 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 March 2012.

### Review Days

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

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

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

The review is a 15 to 20 minute conversation to which the tutor, student and parent are all able to contribute. Progress in the different subjects is reviewed and the student invited to give reasons for any progress that is below or above their personal target. It is an opportunity to be frank, honest and

objective and we find that students who are prepared to reflect on their performance and attitude to school gain a lot from it. The review concludes with the student setting targets for improvement. These are revisited periodically by student and tutor during tutor periods in school. The targets may be specific to a particular subject (for example, aim for level 5 in French) or more general (no more U grades for effort).

Please note these dates:-

Progress Report 1	16 December 2011
Progress Report 2 (Full written report)	30 March 2012
Progress Report 3	12 July 2012
Year 9 Exams	w/c Monday 20 February 2012
Review Meeting Day	Thursday 8 March 2012

## **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.

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

Homework	<ul style="list-style-type: none"> <li>• Produce an appropriate homework timetable for every student</li> <li>• Set homework that is relevant and purposeful</li> <li>• Ensure that homework is set in accordance with the homework timetable</li> <li>• Ensure that homework is marked regularly and young people provided with helpful feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that homework is an important part of learning and submit it punctually completed to the best of my ability</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a suitable environment for my child to do his/her homework</li> <li>• Take an interest in home work set by the school and encourage my child to be an independent learner</li> <li>• Ensure that homework is submitted punctually and completed to the best of my child's ability</li> </ul>
Dress and Appearance	<ul style="list-style-type: none"> <li>• Communicate the uniform requirements clearly</li> <li>• Ensure that young people understand the relationship between uniform and attitudes to learning and the school community</li> <li>• Be consistent in the implementation of the school uniform regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain high standards of dress and appearance at all times in accordance with the school uniform regulations</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
Attendance and Punctuality	<ul style="list-style-type: none"> <li>• Publish term dates twelve months in advance of the school year</li> <li>• 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</li> <li>• Ensure that young people with a poor attendance record receive support to improve their attendance</li> <li>• Ensure that parents and carers understand the relationship between attendance and attainment and raise attendance at 'Parents' Evenings'</li> <li>• Be proactive in ensuring an excellent record of attendance and punctuality</li> </ul>	<ul style="list-style-type: none"> <li>• Aim to achieve 100% attendance</li> <li>• Be punctual to school and to lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that my child attends school on published term dates as required</li> <li>• 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</li> <li>• Ensure that my child arrives punctually to school</li> </ul>

<p>Environment</p>	<ul style="list-style-type: none"> <li>• Provide a high quality, safe, pleasant and well resourced environment</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and care for the school environment</li> <li>• Maintain a working atmosphere by moving sensibly around the building</li> <li>• Help staff to keep the school clean and tidy by placing litter in bins and taking care of displays</li> <li>• Respect plants and trees in the school grounds and respect the property of others</li> <li>• Help to keep the school environment safe by not bringing any harmful substance or weapon onto the school site</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<p>Extra Curriculum</p>	<ul style="list-style-type: none"> <li>• Provide a rich and varied programme of extra curricular activities</li> <li>• Ensure that all children are encouraged and enabled to participate in a range of activities including those with Special Educational Needs</li> <li>• Ensure that children are kept safe on activities and that parents are provided with information well in advance</li> </ul>	<ul style="list-style-type: none"> <li>• Participate with determination and pride in sporting and other organised school events.</li> <li>• Enjoy and participate in extra-curricular activities designed and planned by staff to enrich my educational experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide appropriate support in order to enable my son/daughter to participate in extra-curricular activities</li> <li>• To encourage my child to participate in new and challenging experiences to enrich his/her education</li> </ul>
<p>Home School communication</p>	<ul style="list-style-type: none"> <li>• Arrange consultation time for parents' to discuss their child's progress</li> <li>• Keep parents informed about school activities through regular newsletters</li> <li>• Communicate with students and parents about progress and behaviour</li> <li>• Consult with parents on important school issues and enable them to participate in school events</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend Parents' Evenings and other meetings where appropriate</li> <li>• Respond to communications from the school and remind my child to check their bags for school/home communications</li> </ul>

Well-being	<ul style="list-style-type: none"><li>• Ensure that the school is a safe and friendly place to be in and to learn in</li><li>• Ensure that all young people and staff understand what bullying is and that bullying comes in many forms</li><li>• Ensure that young people know how to access help and support when needed</li><li>• Ensure that young people understand that the choices made about their diet, exercise, and lifestyle will effect their personal wellbeing</li></ul>	<ul style="list-style-type: none"><li>• Through my actions and conversations treat all people with respect in and out of school</li><li>• Make sure that my diet, exercise and lifestyle keep me safe and ensures that I am ready to learn</li><li>• Make sure that I inform a relevant adult if I am concerned about the well-being of another member of the school.</li></ul>	<ul style="list-style-type: none"><li>• Work in partnership with the school to identify and eradicate all forms of bullying including cyber bullying</li><li>• Ensure that my child knows what to 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</li><li>• Be vigilant regarding my child's use of the computer at home and remind my son/daughter about safe internet use</li><li>• Encourage my child to eat healthily, including eating breakfast and take regular exercise</li><li>• Ensure my child has between 8½ and 9½ hours sleep per night as recommended by the NHS</li><li>• Ensure that my child understands peer pressure and is aware of the dangers of alcohol and substance abuse</li><li>• 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</li></ul>
------------	---	---	---

**Uniform**

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

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	<b>Repeat of most of 1.</b> Homework default Homework Diary default Reply slips default Very late to lesson Rudeness to staff/Minor disruption	Extra work Letter of apology
3	<b>Repeat of most of 2.</b> 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	<b>Repeat of 4</b> 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**

Tue 18 October

**Mon 24 - Fri 28 October (inc)**

Fri 16 December

Monday 19 December

**Wed 21 December - Mon 2 January (inc)**

Thu 12 January

Wed 8 February

**Mon 13 - Fri 17 February (inc)**

Mon 20 February

w/c Mon 20 February

Thu 8 March

**Fri 16 March**

Wed 21 March

Wed 28 March

Fri 30 March

**Mon 2 - Fri 13 April (inc)**

**Mon 7 May**

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

w/c Mon 2 July

Tue 3 July

Wed 11 July

Wed 11 July

Thu 12 July

**Wed 18 July**

**Training Day - School Closed for Students**

**Training Day - School Closed for Students**

**School Starts**

Pace Day

**HALF TERM**

Progress Report 1 to Parents

Pace Day

**HOLIDAYS**

Y9 Diphtheria Vaccinations

Pace Day

**HALF TERM**

Learning Pathways Parent's Evening

Y9 Exams

Review Day

**Training Day - School Closed for Students**

Y9 History Trip to Imperial War Museum (1)

Y9 History Trip to Imperial War Museum (2)

Progress Report 2 & Annual Report to Parents

**HOLIDAYS**

**May Day Holiday - School closed**

**HALF TERM**

Sports Week

Key Stage 3 Awards Evening

Pace Day

Summer Concert

Progress Report 3 to Parents

**Last Day of Term**

## Year 9 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	MON	TUES	WED	THURS	FRI
9MH	French History	English Science	Geography French	English Art/Tech/IT	Maths Science
9M1	Science Geography	Maths Art/Tech/IT	English History	Maths Re/Pace	English Science Geography
9H1	Science Geography	Maths English	Science Performing Arts	Maths Geography	English History
9M2	History Art	Maths	English French	Performing Arts	Science IT
9H2	Science French	Maths IT	English	Art	History

WEEK 2	MON	TUES	WED	THURS	FRI
9MH	Re/Pace Performing Arts	Maths History Performing Arts	English Science	Geography Re/Pace	Maths Art/Tech/IT
9M1	Performing Arts	English French	Maths History Art/Tech/IT	Science French	Re/Pace Performing Arts
9H1	English History	Maths French	Science Art/Tech/IT	French Re/Pace Performing Arts	Re/Pace Art/Tech/IT
9M2	Geography Technology	English	Science	Maths	Re/Pace
9H2	Geography Re/Pace	English	Science	Maths	Performing Arts Technology

Media to be set as required

## **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](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 Year 9 Parent and Student Support Pack.

School Fund

\* I enclose a school fund donation

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

Photographs & Video

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

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.