

# WELCOME TO ST. ANNE'S

**“Act justly, love tenderly, walk humbly with your God”**



## ST. ANNE'S IS YOUR NEW SCHOOL

**W**e hope you are going to enjoy your school days with us and that you will take advantage of all the opportunities which will be presented to you in work, sport and many other activities.

St. Anne's is a split-site school. You will spend your first three years in the Lower School, which is situated in London Road, Enfield. In Year 10 you will move to the Upper School, which is situated in Oakthorpe Road, Palmers Green.

**S**ervice to others

**T**rust in God

**A**iming high

**N**ourishing faith

**N**urturing aspirations

**E**ducation for life

**S**triving for excellence

**AMEN**

## ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS

### School Prayer

God our Father, source of all wisdom and love, you gave Saint Anne the privilege of being the mother of Mary, the Mother of your Son, Jesus Christ.

May her faith inspire us to use the gifts and talents you have given us, to bring your life and love to others.

Guide us, the community of St Anne, to seek your way, truth and life in all our thoughts, words and deeds.

Amen



## **HOW TO USE THIS BOOK**

This induction booklet contains a lot of information to help you get to know about your new school.

You must take the time during the summer holidays to carefully read through all the important information that you will need to know about being a student at St. Anne's.

In your summer work booklet there are pages that contain work that we would like you to complete over the summer holidays. This work is to keep your brain in working order during the long summer holiday

We look forward to seeing your work.

The summer work booklet must be completed and brought to school with you on your first day in September, **Tuesday 4 September 2018**.

You will need to remember most of the things mentioned in this booklet and you will need to think about these things all the time you are in school.

Your Form Tutor will read through this induction booklet with you and explain anything you don't understand. You will be able to ask your Form Tutor questions if you have any worries.

You will also be able to find more information about our school on our school website which is [www.st-annes.enfield.sch.uk](http://www.st-annes.enfield.sch.uk). Follow the link to Year 7 Transition where you will find a lot of information which will help with your transition to our school.

**GOOD LUCK – SEE YOU IN SEPTEMBER**

## **SOME OF THE MEMBERS OF STAFF YOU WILL GET TO KNOW WHO WORK IN THE LOWER SCHOOL:**

Mrs Gilling	HEADTEACHER
Mrs Sanders	DEPUTY HEADTEACHER
Mrs Turner	ASSISTANT HEADTEACHER / HEAD OF 6 <sup>th</sup> FORM
Mrs Hyland	ASSISTANT HEADTEACHER
Ms Pugh	ASSISTANT HEADTEACHER/CATHOLIC LIFE OF THE SCHOOL
Mr Maguire	KEY STAGE 3 DIRECTOR
Mr Foster	ASSISTANT HEADTEACHER / KEY STAGE 4 DIRECTOR
Mrs Stowe	INCLUSION MANAGER / SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCo)
Ms Lawrence	ACHIEVEMENT LEADER – YEAR 7
Mrs Savin	ACHIEVEMENT LEADER – YEAR 8 / KEY STAGE ACHIEVEMENT LEADER (KSAL)
Mrs Jones	ACHIEVEMENT LEADER – YEAR 9
Mrs Franklin	ATTENDANCE/WELFARE OFFICER
Miss Geraci	LIBRARIAN / YEAR 7 FORM TUTOR
Mrs Lacey	LEARNING MENTOR / YEAR 7 FORM TUTOR
Mr Fraser	SITE MAINTENANCE OFFICER

# Mission Statement

The school will offer a positive presence in Enfield with a comprehensive curriculum delivered in modern facilities, on one site, equipping students with the abilities to meet the challenges of the 21st Century confidently, and with high spiritual and moral standards.

To recognise that students, parents/carers, staff and governors make up the school community, which will continually self evaluate to improve itself effectively and efficiently in all aspects of its growth.

A fully inclusive Roman Catholic girls' secondary school meeting high academic standards, promoting spirituality, pastoral care and the Roman Catholic community.

To recognise in all our relationships the dignity and value of each person, showing one another mutual acceptance and respect.

**S**ervice to others

**T**rust in God

**A**iming high

**N**ourishing faith

**N**urturing aspirations

**E**ducation for life

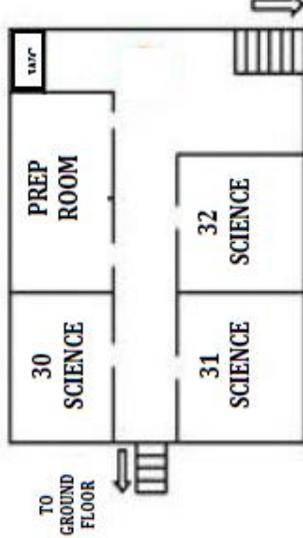
**S**triving for excellence



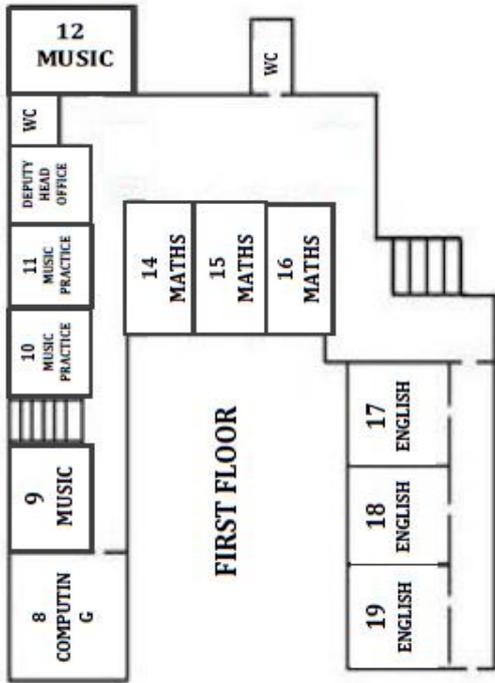
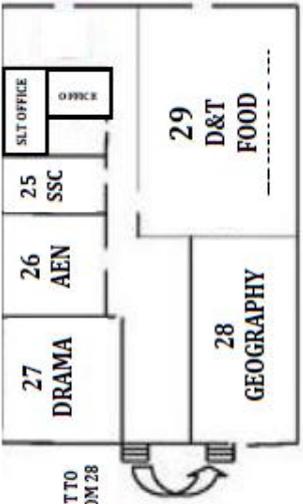


# Lower Site (Enfield)

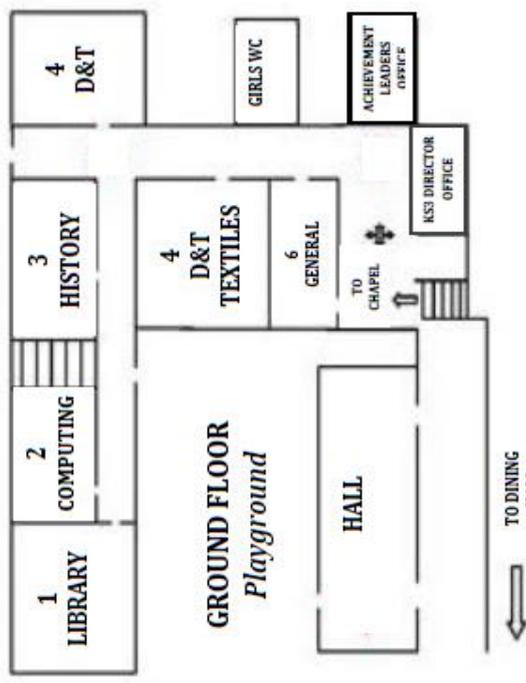
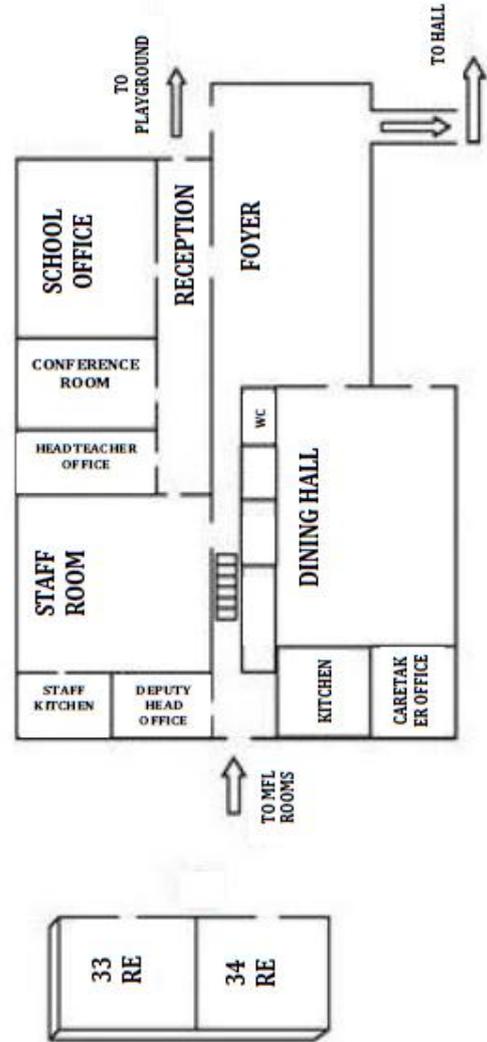
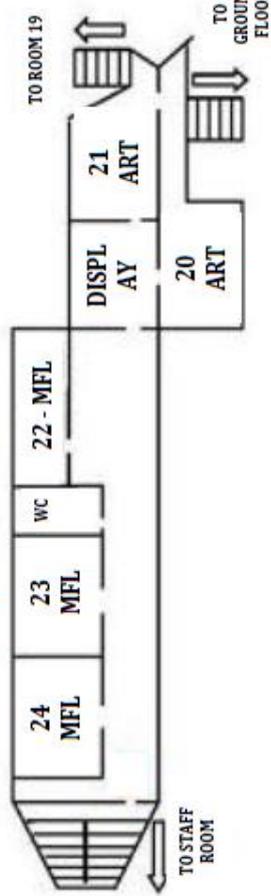
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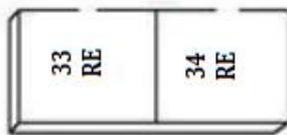
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**FIRST FLOOR  
Above Staff Room & Admin Area**



**HUTTS**



## **THE SCHOOL DAY**

There are **six periods** each day. Each period will last **50 minutes**. In some subjects, lessons will be double periods, lasting **100 minutes**. You will have **one 25 minute break** in the morning and a **55 minute lunch break**. You must make sure you are ready to go straight to your lesson, period 3, at the end of break and also to your lesson, period 5, at the end of lunchtime. You will not normally be allowed out of the classroom during a lesson unless you have a known medical condition which requires access to the toilet. The school will need to be made aware of this condition. You must bring a letter from your parent/carer about this then a note will be placed in your planner by your **Achievement Leader** to this effect.

### **MORNING**

8.45 – 9.05	REGISTRATION
9.05 – 9.55	Period 1
9.55 – 10.45	Period 2
10.45 – 11.10	BREAK
11.10 – 12.00	Period 3
12.00 – 12.50	Period 4
12.50 - 1.45	LUNCH

### **AFTERNOON**

1.45 – 2.35	Period 5
2.35 – 3.25	Period 6

## **REGISTRATION**

You will be allowed to access the school from **7.45am** onwards. We advise you to arrive on-site between **8.15am** and **8.30am**. **You must be in the playground, at the latest by 8.35am**, to be punctual for school; punctuality is a life skill we stress very highly at St. Anne's. The dining hall will also provide a breakfast club before school (from **7.45am**). Students are strongly encouraged to make their way directly into school and never to loiter around Enfield Town. When the first bell rings at **8.40am**, you must make your way **immediately** to line up in form register order in the designated area in the playground for your year group. At **8.45am**, you will be met by your Form Tutor / Register Taker and either taken to your Form room or brought into the main hall if you have an assembly to attend. For registration in your form room, you must line up in single file outside your form room and in silence and enter your form room when your Form Tutor / Register Taker tells you. When you enter your form room, you must move quickly to your seat and immediately take out and place your planner, pencil case and your reading book on your desk. **While your register is being taken you must be sitting down and reading in silence**. You must complete your punctuality/attendance register in your planner.

## **Before and after school**

As an important member of St. Anne's Catholic High School for Girls, **you are an ambassador for the school**. This means that wherever you are when you are wearing your school uniform, **you must remember to behave respectfully and appropriately**. St. Anne's school prides itself on the '**outstanding**' students and staff within it, as stated in recent **Ofsted** reports. Therefore, it is important that you ensure all members of the public can see how '**outstanding**' you are. Any incidents of inappropriate or disrespectful behaviour on your journey to or from school will be dealt with accordingly. St. Anne's is and will continue to be a '**positive presence in Enfield**'. **Students are not permitted** to frequent or use any shops in **Enfield Town** before or after school unless accompanied by a parent/carer or a known, responsible adult.

## **ABSENCE**

If you are unwell you may have to take some time off school. Your parents/carers must telephone the school on **020 8366 2589**, on the first morning of absence, to tell us why you are not present. **On your return you will need to bring a letter in an envelope from your parents/carers about your absence and give it in to your Form Tutor**. It is very important that all absence letters are presented on the day you return. It is very time consuming for staff to have to follow up late absence letters. Students, who fail to present an absence note within an acceptable period of time, (i.e. no more than two days), will be subject to an Achievement Leader sanction.

## **LATE**

If you are late arriving at school you must go straight to the main office to fill in the late book. After completing the late book, if it is before **9.05am** go straight to your form room or the assembly hall but if it is after **9.05am**, go to your first lesson. If you are late for school, you will be given a break time detention in room 6 taken by an Achievement Leader and may also be given 'community service' duties at either morning break or lunch time. If you are late two or more times in a week you will be given a 30 minute detention after school on a particular day stated by your Achievement Leader. Any student who receives **five or more lates per half term** will receive an SMD (Senior Management Detention) for (one hour) on a Friday after school. **It is important that you properly plan your journey to school so as to avoid ever arriving late. All eventualities regarding traffic and transport should be taken into account.**

## **PUNCTUALITY AND ATTENDANCE**

At St. Anne's we take great pride in rewarding students for their achievements and we encourage all students to reach standards of excellence in all aspects of school life. In terms of attendance and punctuality we set very high standards for all our students. To recognise individual achievement, we award a special certificate at year assemblies to those students who achieve 100% attendance and 100% punctuality for each term. We also inform the parents/carers of those students concerned by letter and/or parent mail. At the end of each term we also award in year assemblies special badges for students to wear if they achieve 100% in attendance and punctuality. Having achieved 100% in attendance and punctuality students are awarded a bronze badge. At the end of the next term, if they have still maintained this excellent standard, they will then be awarded a silver badge and finally a gold badge if this standard is maintained in the summer term. If a student has not achieved 100% in the autumn term but has in the spring term, they can then start with the bronze badge. This means that throughout the year all students are able to access all certificates and badges in recognition of their achievements.

## **WELFARE**

If you are unwell or have an accident during school time, you should report to the main office. You must ask permission from your teacher to leave the lesson and have your planner signed by your subject teacher. The Welfare Officer will give any necessary treatment or, if needed, contact your parents /carers. Students with specific medical conditions requiring access to the toilet during lessons must present this information in letter form from parents/ carers. At the beginning of term you will be asked by your Form Tutor to give contact telephone numbers for your parents or carers and also an emergency contact number in case your parents or carers cannot be contacted.

Please remember that we can only deal with minor bumps and bruises – we are not able to diagnose any ailments.

**STUDENTS MUST NOT CARRY ANY MEDICATIONS IN SCHOOL EXCEPT INHALERS. Any other medication must be checked in to the Main Office.**

## **MEDICAL APPOINTMENTS**

Sometimes you may have to visit the dentist or doctor during school time. If you arrive late or have to leave early, or if you have an appointment during the day, you must bring a letter from your parents/carers the day before your appointment. You will need to show the letter to your Form Tutor who will then sign your planner in the '**Out of School**' permit page. When leaving school you will need to report to the main office to sign out and, on your return, you will need to sign in.

## **LOST PROPERTY**

All articles of personal property should be clearly marked with the owner's name. Large sums of money and items of value (e.g. expensive pens) should not be brought into school. **The School does not accept responsibility for property which is lost.** If you lose anything while you are in school, go to the main office and ask politely whether or not it has been handed in. If you find something which does not belong to you take it to the main office and hand it in. This is why it is very important to have all of your belongings **clearly labelled** so that it is possible to return them to you.

## **FIRE OR EMERGENCY**

In the event of a fire or an emergency, a continuous alarm will be rung. Under the direction of your teacher you must evacuate the room in single file and in **SILENCE**. Your teacher will tell you which exit to take and you will need to line up on the **tennis courts** with your form in register order.

## **SCHOOL COUNCIL**

At St. Anne's we have a School Council. A Year Representative is nominated to represent the whole year group. There are regular meetings with the Head Girl to discuss any questions you have raised as a year group. The Head Girl has regular meetings with the Headteacher who is very interested in all your views, ideas and questions. One elected representative from each form group attends the student council meetings. Your representatives will then report back to you after each meeting.

## **LUNCHTIME ARRANGEMENTS**

Lunchtime begins at **12.50pm** and, in your first weeks at St. Anne's; you will go into lunch first. If you wish to have school dinner you must line up in form groups at the entrance by room 6. If you have a packed lunch you will be able to eat in the playground (weather permitting) or in the main hall if the weather is bad. You will be shown the procedure for lunchtime on the first day so do not worry. Remember to bring either a packed lunch or make sure you have enough money on your 'cashless' catering account. If you are entitled to free school meals you will have **£2.30** added to your account every day for use at lunchtime on that day; this is the cost of a 'meal deal' although you can purchase anything up to that value. You can also buy drinks. No fizzy/sugary drinks are allowed in school as we encourage students to adopt a healthy lifestyle. **All food/drink purchased in the dining hall must be eaten in the dining hall.**

## **TUCK SHOP**

The dining hall also provides a tuck shop at break. In the tuck shop you can buy drinks (healthy options), sandwiches, rolls (healthy options) and fruit using your 'cashless account'. **You should only eat/drink what you buy in the dining hall in the dining hall.** No food or drink purchased during tuck should be taken out into the corridor or the playground to be consumed. Remember to always put your litter in the bin. **We are all 'stewards' of our environment and we all have a collective responsibility to ensure that we all live and work in a clean environment.**

## **BREAK TIME**

There is one 25-minute break in the morning. You may play or sit in the playground. Remember the tuck shop is open at break in the dining hall. If the weather is very wet or cold you will be allowed to stay in the main hall or **in your form room if instructed.** If permitted to use form rooms, **students must remain in their own form room only. When in the form room, students must sit quietly on chairs, never on tables. Students may chat, read, study or find a quiet activity. Students must never eat or drink in form rooms.**

## **BULLYING**

Bullying is **not** tolerated at St. Anne's Catholic High School. Bullying is the deliberate harming, threatening or frightening of someone. It does not need to be physical, it can also be emotional. You must co-operate with your teachers by avoiding things such as name calling, mocking and teasing. Use of the internet, social media or mobile technology to bully or intimidate students or other members of the school community will not be tolerated. **Our mission statement states clearly that everyone has the responsibility to treat others with dignity and respect.** If you think you or others are being bullied, it is your duty to report this to your Achievement Leader, Form Tutor, or any other adult in school and make sure they fully understand the seriousness of the situation

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## YOUR WORK

The most important reason for coming to school is **to learn**. We expect you **to work hard** and, equally important, **never to prevent other girls from doing their work**.

Every subject on your timetable is important and we expect you to work hard at all of them. You have important examinations each year, which will help you/your parents/carers and your teachers to see how much you have achieved. Your parents/carers will be invited into school to meet your teachers and talk to them about your progress. Throughout the year you will take home a progress report (one per term) to your parents/carers.

## BOOKS AND EQUIPMENT

You will be given a number of books to use in your lessons. The textbooks are expensive and you must do all you can to **keep them in good condition and not abuse them**. Lost or damaged textbooks will be your responsibility and you may be asked to pay for them. Some subject teachers will give you exercise books to work in and it is important that you keep them clean and tidy. **DO NOT** scribble or draw on the covers of your books.



You will also need to carry at all times suitable writing equipment including a **black or blue** ink pen, pencil, ruler, USB stick, glue and rubber. An inexpensive geometrical set, **calculator and** colouring pencils/felt markers are also useful. 'TIPPEX' is not to be used in school. Students are not permitted to carry **Scissors**. If needed, scissors will be provided in lessons.

Your Form Tutor will issue you with a Student Planner. This is a very important book and **you will need to bring it to school every day**. Each day, students must list all subjects timetabled. At the start of each school term, you must complete your daily subjects for each day. When you are given homework you will need to write it down in your planner, with the date that the homework has to be handed in. If no homework is set, you must simply record '**no homework**' beside the subject area. You should show your planner to your parents/carers on a daily basis as some teachers may want to write a note in it for them to read. **Your student planner must be signed every week by your parents/carers**. You will also be issued with a rough book. This is also a very important book and you will need to take your rough book to every lesson. If your rough book becomes full before the end of term **you** will need to provide a new one. New planners are supplied at the beginning of the school year, for the whole year, like a diary. If you lose your planner, you will have to pay for another one. A new planner costs **£5**. Students who fail to have their planners in school will be subject to an Achievement Leader detention. You will be given a new rough book at the beginning of every term.

## **SUBJECTS**

Your lessons will take place in various classrooms and you will probably have a different teacher for each subject.

When you arrive at your lesson room, line up outside the room in single file quietly until your teacher arrives. When you are in the room, wait for your subject teacher to tell you to sit down and also greet the teacher. It is normal procedure to stand if another member of staff or visitor enters the room.

Here is some information about the subjects on your timetable in Year 7.

## **RELIGIOUS EDUCATION**



This gives you a chance to look at some of the most important questions about human existence, "Who am I?", "Where am I going?", "Why am I here?". These questions are explored in the context of the Christian faith, especially the Roman Catholic Tradition.

However there will be an opportunity to look at other world faiths also. This will be something very valuable to promote understanding.



In class you will use a variety of resources, but largely 'The way' textbook. You will also use a Bible a lot. Use of a Good News Bible at home would be a very valuable resource. You will then be able to use it for GCSE.

## **ART**

**In Year 7** you will create a range of very exciting and creative Art work. You will have the opportunity to;

- Explore a wide range of materials and develop skills in drawing, painting, 3d and mixed media
- Develop an appreciation of art craft and design and its role in the creative and cultural industries that enrich our lives

The scheme of learning in Year 7 covers the following:

- Series of design studies to introduce pattern, colour and texture
- Creating a mixed media collage on identity
- Series of observational drawings to investigate line, tone and composition
- Mark making and printing
- Introduction to colour theory and painting techniques
- Looking at the work of artists, e.g. Van Gogh, Kandinsky, Bridget Riley

## DESIGN & TECHNOLOGY



Design & Technology is about making things from all sorts of materials to meet peoples' needs and solve their problems. The subject areas you will be involved in include Cooking & Nutrition, Graphic Design, and Textiles Fashion Technology. Students will be given the opportunity to do practical work in their lessons such as cooking in Food Technology, creating design work on computer in Graphics and dyeing fabrics in Fashion & Textiles.

## DRAMA

**Year 7** Drama is mainly concerned with self-expression, breaking down barriers and understanding our world. In the first term a great deal of work is done to encourage you to work as a team and build respect within the form.



Students will be given the opportunity to be involved in a range of activities including role play, improvisations and performing extracts from play scripts. You will have the opportunity to take part in drama club. All students will need to have plain black plimsolls.

## ENGLISH

Speaking and listening; reading and writing; analysing, evaluating and reviewing, are just some of the things we do in English!

You will have opportunities to work alone, in pairs, in groups and as a class. You will read a wide range of poems, plays, stories (novels and short stories) and non-fiction texts; and you will write your own poems, plays, stories and essays.

You will have regular lessons and opportunities to use ICT in English. A good pocket dictionary and a thesaurus will be very useful to you, for English and most other subjects.

## GEOGRAPHY

The earth is a wonderful, on it for all their needs - time. In Geography in where people live and



often dramatic place. People rely sometimes spoiling it at the same **Year 7** you will look at the World and how people spend their free time.

It would be useful to have an Atlas at home. Ask the Geography Department



Department for help in choosing one.

## HISTORY

History is a very popular subject at St. Anne's and many girls study it at examination level. **In Year 7** you will be studying the United Kingdom from the time of the Middle Ages to the Tudors. History is a lively subject full of debates, discussion and class participation. There will be plenty of opportunity for visual displays as well as written work.

You will be provided with an exercise book and a textbook in your first lesson. You should bring your exercise book to every History lesson as it will form the basis of a lot of your assessment in Year Seven. You will also sit an exam in History in the Summer Term.

Before your first lesson in History you should find out one fact about the Middle Ages.

## COMPUTING



You will explore a high-quality computing education and you will use 'computational' thinking and creativity to understand and 'change the world.'

The core of computing is computer science, in which you will be taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

You will learn to program using Scratch, a programming language which teaches all the basics of computer programming using a straightforward graphical interface to enable you to create your own interactive stories, animations and games.



You will learn about E-safety (Internet Safety) by creating a leaflet to explain the risks associated with digital communication, including the security of your personal information and



understand how to use technology safely and responsibly.



**ZIP IT**  
Keep your personal stuff private and think about what you say and do online.



**BLOCK IT**  
Block people who send nasty messages and don't open unknown links and attachments.



**FLAG IT**  
Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

Computing ensures that you become digitally literate, to be able to use, and express yourself and develop your ideas through, information and communication technology to become an active participant in a digital world. You will use information technology in a range of content. You will use

spreadsheets for modelling and you will use databases for data handling. You will also design graphics and create animations using Adobe Fireworks and Adobe Flash.

*“Everybody in this country should learn how to program a computer... because it teaches you how to think.”*  
*- Steve Jobs*

## MATHEMATICS



You will be following a course which leads to the Key Stage 3 examination at the end of Year 9. Mathematics will help you to understand numbers and be able to solve problems. You will still need basic skills, so make sure you know your tables. You will be increasing your knowledge of numbers, algebra, shape and data handling.

You will need a pen, pencil, ruler, protractor and a simple scientific calculator.

## A MODERN FOREIGN LANGUAGE

It's a lot of fun to be able to speak a modern foreign language and you will either learn French or Spanish at St. Anne's. Gradually you will develop the confidence to communicate when you go abroad and you will also learn about the country of the language you study.

### FRENCH



You will learn how to speak, understand and write French in the context of the following topics:

My Family and My Friends and I:	Introducing yourself Describing family and friends Expressing likes and dislikes
My School:	School equipment School subjects and the school day Food at school
Free Time:	Technology Hobbies Sport
My Town:	Places to go Asking and giving directions Things to do

There will be regular unit tests to assess your progress, and it is important that you do not miss these. From Year 8 onwards you will be set into ability groups, principally according to your unit test results.

**To help you make good progress, we recommend that you purchase a small French/English dictionary.**

## SPANISH



You will learn how to speak, understand and write Spanish in the context of the following topics:

My school:	Describing your classroom Talking about school subjects Giving likes and dislikes
My family and I:	Describing Yourself and Your Family Pets Leisure Activities and Sport
House and Home:	Describing my home Describe my bedroom Say what I do in my room
Free Time:	Saying what I do my Free Time Say what you like and don't like doing Learn the time

**To help you make good progress, we recommend that you purchase a small Spanish/English dictionary.**

## MUSIC

You will be following the Key Stage 3 course which will include listening, composing and performing. You will be playing instruments, singing and learning about different styles of music, as well as composing your own music.



Instrumental Lessons – You have the opportunity to learn an instrument with a teacher from the Enfield Music Service. This can include piano, keyboard, guitar, violin, viola, cello, double bass, flute, clarinet, oboe, bassoon, saxophone, trumpet, French horn, trombone and drum kit. If you are interested see your music teacher.

Music Clubs – Gospel Choir and Samba Band rehearse weekly and there are regular opportunities to perform at Concerts, Assemblies and Masses.



## **PHYSICAL EDUCATION**

**In Year 7** you will be able to experience a variety of activities both in lessons and during clubs at lunchtime and after school, including:

CROSS COUNTRY	NETBALL	HOCKEY	DANCE
GYMNASTICS	ATHLETICS	ROUNDERS	TENNIS

Our aim is to ensure that all students enjoy their learning, have the confidence to face up to different challenges and fulfil their full potential.

During the year you will have the opportunity to take part in Inter Form Competitions where each class competes against each other. These include - Cross Country, Netball, Rounder's and Sports Day.

St. Anne's has a very good record for sports in the Borough, our extracurricular clubs are open to **ALL**, and it is here that students will be selected to compete in teams to represent the school. From these, opportunities to represent the borough, county and even country could then arise....

Your Form Tutor will put a timetable of extracurricular clubs on your noticeboard in your form room; they will also be displayed on the PE notice boards, so keep a look out.

## **PSHE/Citizenship**

The Personal Social Health Education and Citizenship programs are delivered by the whole school in a variety of ways. This includes teaching through other subjects such as History & DT for example, assemblies [whole school and year group], special citizenship and PSHE days where the whole day is devoted to a variety of Citizenship or PSHE topics ranging from Local Democracy to Puberty.



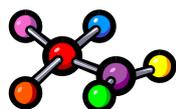
## **SCIENCE**

**In Year 7** you will be studying Science for 3 periods per week following the Activate Program of study. Within these units you will study:

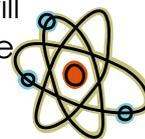
How Science Works	Scientific Enquiry
Cells	Biology
Reproduction	Biology
Particle Theory	Chemistry
Chemical Reactions	Chemistry
Acids and Alkalis	Chemistry
Forces	Physics
Solar System	Physics

Scientific Enquiry is a very important component of science and will be taught throughout the year in addition to being taught explicitly in the first term. It

helps to develop lifelong skills such as investigating, planning, graphing, evaluating, concluding and modelling.



You will be assessed throughout each unit on various skills and will be followed by an end of unit assessment, along with a separate numeracy and literacy 6 mark assessments.



Students are all given a login to Kerboodle, an online resource providing activities and a digital version of the textbook that is followed in class. Students are also encouraged to use a wide range of research tools including experimentation, the media and the internet.

## **LEARNING SUPPORT**

We have specialist staff at St. Anne's – Inclusion Manager, Teaching Assistants, a Learning Mentor and a Counsellor who are here to help you overcome learning difficulties or problems that you may encounter in the many subjects you will be studying. We run lunchtime clubs to help you with reading, spelling, hand writing and touch typing, and we also run lunchtime and after-school homework clubs. Our Learning Mentor offers drop-in sessions at break and lunchtime. If however, we feel that a referral to the School Counsellor is necessary, then parents/carers would be informed and a formal procedure would be followed.

## **HOMEWORK**

Homework will be given to you by your subject teachers. Your Form Tutor will give you a homework timetable. You can expect to be set the following amount of homework each evening:

Year	Maximum H/W time per subject per week / min	Average time spent on H/W per night / min
7	20 – 30	45 – 70
8	30 – 35	70 – 85
9	35 – 45	85 – 110

You must make sure that all homework is completed to the best of your ability and handed in on the correct day. If you were absent from the lesson you are still expected to do the homework that was set. If you were absent, you will receive an automatic extension if needed, but you need to negotiate this with your teacher.

If you fail to submit homework on time and no extension has been granted by your teacher, you will receive a behaviour point. You must complete the homework and submit it the following day or in the following lesson as instructed by your teacher. If you fail to submit homework on time (without an agreed extension by your teacher) on three occasions per half term within one subject

area you will continue to build behaviour points and will be placed on subject report with completion of homework as a target. If problems continue with completion of homework your parent / carer may be consulted and further interventions may be put in place.

You should complete homework at a sensible time, in a well-organized space and quiet environment with no distractions. Homework must not be completed during morning registration period.

You should inform your teachers if you are finding it difficult to cope with the homework demands. As stated above, any consideration of extension of deadlines requires advanced warning. If you simply do not complete the work then it will be recorded as not completed and you will receive a behaviour point.

If you find it difficult to understand what is expected of you when the teacher sets the homework in class, it is your responsibility to ask them to clarify the task. They cannot expect you to complete it if you don't understand it, so they will not mind. Speak to your teacher at the end of the lesson or at break, lunchtime or after school to get further clarification. Do this early enough so you can still meet the deadline.

It is important to ensure that you record all homework tasks in your student planner. Where work is set with a deadline that is several days or a week away, you are advised to record not only the deadline in your planner, but also the days that you are going to use to complete it. This will prevent you leaving it to the last minute and having a large amount of work to complete.

If it takes you a long time to complete your homework - because you work slowly, or need to take longer with the language used, then use common sense. Students may need to go beyond the stated time allocations, but this must be negotiated and should not happen every night. It should not mean that you are consistently up late working.

Maintain a good balance - sport, music, drama and other interests are all important parts of your education. However, school work must take precedence over tutorials or work set by external tutors.

Speak to your teacher. They need to know what is going on. Remember that speaking to your teacher is different to complaining.

We have an after-school homework club run by our Teaching Assistants every day to help support you with completing homework.

## **LEARNING AND ACHIEVEMENT**

<b>Student Learning Focus</b>	<u>How</u> do I achieve these?
<b>“Listening to what others say”</b> <u>How</u> do I show good listening?	I look at the speaker I keep silent I stay still
<b>“I can learn and work well in groups”</b> <u>How</u> do I show that I am working co-operatively?	I say please and thank you I wait for my turn I give other people a chance
<b>“I can choose when and where ...”</b> <u>How</u> do I resist distractions, etc?	I focus on doing my work I talk about the work only I focus on myself, not others I manage mistakes without a fuss

These are the 3 Student Learning Foci that will help you to achieve to the best of your ability in the classroom.

Your teachers will expect you to be able to develop these skills as part of your personal development, because by putting them into practice you are giving yourself the best opportunity to succeed.

## House System

We have 6 Houses at St. Anne's. These represent the 6 Continents and have a special Patron Saint and a special colour. Each student will belong to a House throughout her time at St. Anne's. We will have a weekly update of House Points for all Staff & Students on the Monitors & the House Notice Boards to celebrate the effort and achievements of our school community.

<b>Continent</b>	<b>Patron</b>	<b>Profile</b>
Europe Pink	<b>St. Angela</b>	<i>Pioneer of Female Education in Europe</i>
Oceania Yellow	<b>St. Faustina</b>	<i>Polish Saint, devotion to the Sacred Heart &amp; whose congregation work with vulnerable young women</i>
Africa Blue	<b>St. Josephine Bakhita</b>	<i>Modern Saint &amp; former slave</i>
South America Orange	<b>St. Laura</b> (of St. Catherine of Sienna)	<i>Born in South American Patron saint of racial discrimination &amp; orphans</i>
Americas Red	<b>St. Marianne Cope</b>	<i>American Saint who worked with Lepers in Hawaii</i>
Asia Green	<b>St. Teresa Benedicta</b>	<i>Philosopher, Convert, Carmelite &amp; Martyr</i>

## **Rewards System**

If you work well in lessons and produce work, which shows that you are making progress and a real effort, you may receive a Merit which automatically becomes a House Point. These points are special for you, your Form, your Year Group and your House. You should feel proud to receive them.

## **House Postcards Home**

The top 10 students who receive the most Merit House points each week have their achievements publically recognised by a postcard certificate that is sent home and their photograph is included in the PowerPoint displays in the school foyers and dining rooms on both sites. The parents of the top performing students are informed each week.

## **Termly House Certificates**

Students will accumulate House points during the academic year resulting in the following:

- When a student has **(100-199)** Merit House points they will be awarded a **Bronze** Certificate of Merit.
- When a student has **(200-299)** Merit House points they will be awarded a **Silver** Certificate of Merit.
- When a student has **(300-399)** Merit House points they will be awarded a **Gold** Certificate of Merit.
- When a student has (400-499) Merit House points they will be awarded a **Diamond** Certificate of Merit.
- When a student has obtained **(500+)** Merit House points they will then receive a **Platinum** Certificate of Merit.

These certificates will be presented during Assemblies at the end of each Term.

The top 10 students in each year group who have received the greatest number of House points will be rewarded in the following way:

- Each of the top ten students will have their name, photograph and achievement displayed on our monitors on both sites.

- The Parents / Carers of these students will be informed by letter of their daughter's achievement.
- The top 10 students will be invited to a special party to celebrate their achievement.

To acknowledge the student who has achieved the highest total of House Points Merits and least detentions, in each year group we present the following prizes.

- **Autumn term – £5 Love to Shop voucher.**
- **Spring term - £10 Love to Shop voucher**
- **Summer term - £20 Love to Shop voucher.**

Having achieved the highest merit total and fewest detentions, the student concerned will receive a special voucher at the end of the Autumn Term. At the end of the next term, if they have still maintained this excellent standard, they will then receive a £10 voucher and finally a £20 voucher if this standard is maintained in the Summer Term. If a student has not achieved the highest House Point total and fewest detentions in the Autumn Term but has in the Spring Term, they can then start with the £5 voucher. This means that throughout the year all students are able to access all certificates and rewards in recognition of their achievements.

### **Highest Performing House**

At the end of each academic year, the top class in each year group is presented with the Form Shield which will have their House and date engraved on it. This Shield is on permanent display in the main reception area. The students from the winning House in each year group will be invited to a special celebratory party.

### **Outstanding Achievement Award**

A badge and certificate is awarded to students with proven outstanding achievement inside or outside school.

### **Attendance & Punctuality Badges Rewards**

Bar/star badges are awarded for 100% attendance and punctuality on a termly basis and are to be worn on the school blazer lapel. Attendance and Punctuality Certificates letters are sent home each term.

## Attendance & Punctuality Badges:

	<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
100% Attendance & Punctuality	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>

## Attendance and Punctuality Certificates and letter sent home:

	<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
100% Attendance	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
100% Punctuality	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>

## Sanctions

It is hoped that sanctions will not need to be imposed but if necessary, they could take the following forms;

- Verbal warning.
- Written comment in student planner.
- Community service.
- Contact with Form Tutor and other relevant groups.
- Contact with Parents / Carers by letter / phone or arranged meetings.
- School detention.
- Subject Report.
- Achievement Leader Report.
- Senior Management Detention.
- Saturday Morning Detention.
- Fixed Term Exclusion.

We do not wish to encourage the awarding of detentions, in fact our goal is the opposite. At the end of each half-term we will also acknowledge the Form Group per year group that has achieved the fewest detentions. The Form Groups concerned will be presented with a certificate for their achievement and hopefully this will stand as encouragement for other Forms to achieve as few detentions as possible.

## **ASSEMBLY**

You will have a **Year 7 Assembly** every week which is taken by your Achievement Leader. This is a special time of the week when you meet as a whole year group to pray together. You will have the opportunity to take part in this assembly with your Achievement Leader and each class has the responsibility, with their Form Tutor, to lead a Year 7 Assembly. As well as your Year 7 Assembly you will also have Assemblies taken by a senior member of staff. These assemblies are half-site assemblies and take place once a week. All students in tutor groups A, F, J from Year 7, 8 and 9 are on a Wednesday and all students in tutor groups L, M, T from Year 7, 8 and 9 are on a Friday.

## **PREFECTS**

In Year 9 you may have the opportunity of being selected as a Prefect. Prefects play a special part in the life of the school. They carry out a variety of duties, which enable them to show and share a sense of responsibility.

## **BUDDIES**

At the beginning of term, each form will be allocated buddies from Year 8. They will support you and your Form Tutor during your first couple of weeks at St. Anne's. If at any point you feel lost, then you can speak to a familiar, friendly face. Buddies will also be strategically placed around the school at the end of break and lunch time to help you find your way to your period 3 and period 5 lessons.

## **TABLE TENNIS**

There are two all weather table tennis tables in the playground which can be used at lunchtime. If you would like to play, you should pay and collect bats (max 4 bats) and ball at the school office. Bats and ball are to be returned to the school office after you have finished your game.

## **LIBRARY**

The Library is one of the best rooms in St. Anne's because it can help you with all of your subjects. You will have some of your lessons here.

It is open at lunchtime on specific days throughout the week for you to browse for books or do your research for a project work. The Library is open to all students to borrow books. It is just like a Public Library. You will be taught how to find books and take them out in your Library lessons. **When using the library you must ensure that you conduct yourself appropriately at all times. You must**

**never eat or drink in the library. You must never chat with fellow students. The library may only be used for private reading, completing homework or research for school related work.** Students will be severely sanctioned for any misuse of school computers in the library.

You must take full responsibility for any book that you borrow and it must be returned by the due date back in the condition you found it. If a book is lost or damaged whilst checked to the student, the current cost of the book is requested to be paid.

Our Librarian is **Miss M Geraci** and she is assisted by Year 9 girls at break and lunchtimes.

## **AS A COMMUNITY WE EXPECT ALL STUDENTS TO:**

### **BEFORE AND AFTER SCHOOL**

1. Enter and leave the building quietly and quickly.
2. Ensure that you are in full school uniform as you leave the school and during your journey to and from school.
3. Always represent St. Anne's in a positive light in Enfield.
4. Students are **NOT** permitted to use any shop in Enfield Town before or after school unless accompanied by a parent/carer or another known responsible adult.
4. Treat other passengers with respect when using public transport. Remember you are representing our school. Do not let yourself or St. Anne's down. Always travel on public transport with a valid ticket. All Oyster cards must be tapped in at the start of a journey and tapped out at the end of a journey.

### **IN SCHOOL**

1. Keep to the left on corridors and stairs.
2. Do not to run in the building.
3. Be correctly dressed. Remember outdoor coats, scarfs and gloves must not be worn inside the school buildings.
4. Always stand back to let an adult through the door first.
5. Ensure that chewing gum or bubble gum is not brought into school.
6. Do not drop litter. Put litter in the bins provided.
7. Do not move around the school in groups of more than four or five.
8. Do not lock arms as you move around the school.
9. Take part in a form rota to make sure the form room is clean and tidy at all times.
10. Check your lockers regularly to ensure that they are free of litter.

## **BEFORE THE LESSON**

1. Respond immediately to the bell.
2. Move directly to all lessons. Be punctual.
3. Be correctly dressed at all times.
4. Prepare for lessons by ensuring that you have the necessary books, pens, student planner, reading book, rough book and materials.
5. Check that you have completed all homework set.
6. Line up quietly and in single file outside the classroom.
7. Enter the room only when told to do so by the teacher.

## **DURING LESSONS**

Be polite at all times to the teacher and other girls.

1. Stand behind your desk and greet the teacher. Join in with the prayer if one is said.
2. Sit down when told by your teacher.
3. Get books and equipment out. Put student planners, books, rough book and equipment on the desk and bag on the floor.
4. LISTEN carefully to your teacher or to another girl when she has been invited to speak by the teacher.
5. Try to understand exactly what your teacher wants you to do during the lesson.
6. Remain seated unless told otherwise by your teacher.
7. Work to the best of your ability at all times. Respect the classroom and materials and do not interfere with or distract another girl from her work.
8. Allow teachers to explain or help other girls and do not interrupt or distract the teacher.
9. Put up your hand and ask politely if you need help.
10. Write down in your student planner all homework set and when it has to be handed in.
11. Do not eat or drink. Water is permitted with permission of the class teacher.
12. Stand up to greet any adult who enters the room.

## **END OF LESSONS**

1. Pack away your things when told. Ensure class is clean and tidy.
2. Stand up and put your chair in when told.
3. Leave in an orderly way as instructed by the teacher.

## **DURING BREAK AND LUNCHTIMES**

1. Form rooms – when the weather is bad, **students are permitted to use the Main Hall or their own form room if instructed. They must always sit on the chairs in the form room not on the tables. The form room is a place where you can talk, read or study. If you wish to run around, go outside. Students are never permitted to eat/drink in form rooms.**
2. Make sure the room is left tidy ready for the next lesson.

3. Form an orderly queue when visiting the dining room. **Leave the dining room making sure plates/trays have been stacked and rubbish put in the bin. Food and drink should not cause litter.**
4. Please leave the toilet area as you would wish to find it.
5. Follow the instructions of teachers and dinner supervisory assistants on duty.

These expectations are to ensure that all members of our community feel safe both emotionally and physically and that their dignity as a human being is respected. If you do not fulfil these expectations because of lack of self-discipline or self control you must be prepared to accept the consequences of your actions.

## **SENIOR MANAGEMENT DETENTIONS**

For more serious matters you may be given a **Senior Management Detention (SMD)**, which lasts for one hour after school on **Fridays (3.30 – 4.30 pm)** and is taken by a member of the **Senior Leadership Team**. You may be put 'on report' which involves our teachers and your parents/carers working together to ensure that you behave in line with our clear expectations. Continual bad behaviour can sometimes lead to a fixed-term exclusion or, in serious cases, a permanent exclusion, which means that all chances of success here are at St. Anne's are gone. We hope that this will not happen to you or your friends.

**Sanctions of all kinds can be avoided if, at all times, you behave in a way which is a credit to yourself, your family and to the school.**

**REMEMBER THE MAIN REASON FOR COMING TO SCHOOL IS TO LEARN. YOU MUST NOT DO ANYTHING TO PREVENT YOURSELF OR OTHER GIRLS FROM WORKING.**

## **SCHOOL UNIFORM**

You should be proud of your uniform and always try to look your best. You must wear correct and complete uniform during the day and on your way to and from school.

**SCHOOL UNIFORM AND PE KIT SUPPLIERS: Smiths Schoolwear, 155 -157 Lancaster Road, Enfield EN2 0JN. Tel: 020 8363 2424**

**Lyons School Shop 242 Hertford Road, Enfield, EN3 5BL Tel: 020 8804 3627**

<b>Blazer</b>	Must be worn to and from school at all times and around the school building. If buttons come off blazers they must be replaced immediately to maintain high standards of appearance. You must notify your Achievement Leader immediately if a button is missing from your blazer. A school coat may be worn but students are <b>not</b> permitted to wear short fashion jackets and <b>no leather, hooded or denim jackets are permitted.</b>
<b>Kilt</b>	This should always be worn at an acceptable length to the knee and <b>never rolled up.</b>
<b>Jumper</b>	A navy v-neck jumper with the school logo. Jumpers must never be worn tucked into the waistband of the skirt.
<b>Cardigan</b>	A navy cardigan with the school logo.
<b>Blouse</b>	Students are expected to obtain the embroidered reverse collared blouse from the uniform supplier. The blouse must be tucked into the waistline. Students are not permitted to have jewellery on display under the blouse or to wear t-shirts or vests that are visible in the neckline of the blouse.
<b>Socks/Tights</b>	<b>Navy or black</b> up to the knee ( <b>not</b> over the knee or ankle socks). <b>No</b> combination of socks and tights together. <b>Navy or black tights only.</b>
<b>Summer Uniform</b>	Summer uniform will be optional. <ol style="list-style-type: none"> <li>1. Students will be permitted to wear the summer uniform from the start of the summer term until the October half-term.</li> <li>2. Students will be required to wear the following – a summer dress, a navy cardigan with the school logo, plain white knee socks.</li> </ol>
<b>School Coat</b>	Sensible suitable coat in colour in keeping with the school uniform. Denim, leather, hooded or fashion jackets should <b>NOT</b> be worn to school.
<b>Scarf</b>	(Optional) To be purchased from <b>Smiths or Lyons.</b>
<b>Shoes</b>	Low-heeled, plain <b>black</b> shoes. <b>NO BOOTS</b> or <b>BOOT-LIKE</b> styles are allowed - this includes ankle boots. Canvas shoes or trainers are <b>NOT</b> permitted.
<b>Hair</b>	Students are permitted to wear hairbands and hair accessories. All hairbands and hair accessories should be appropriate for school and complement the school uniform.

**Mobiles** **Students are permitted to carry a mobile phone.** All mobile phones must be switched off on entering the school premises. If you are found using a mobile phone during the school day, your parents/carers will be contacted and a **Senior Management Detention** will be set. **On a second occasion students will be sanctioned with two-day fixed term exclusion.**

**Electrical Equipment** All electrical equipment is forbidden in school and will be confiscated and a **Senior Management Detention** set.

**PE Kit** **This is part of school uniform.** Students must adhere to the school dress code for PE kit as for normal school uniform.  
St. Anne's Red Polo Shirt with logo  
St. Anne's Navy Shorts with logo  
St. Anne's Red PE socks  
St. Anne's Navy tracksuit with logo and/or St Anne's Fleece with logo  
Lace up sports trainers. (**No** Vans, Converse, plimsolls or high tops)

**PE kit must be obtained from our suppliers with our school logo on.**

**Drama Shoes** All students will need to have plain black plimsolls for every lesson. These must be kept in their locker and must not be worn outside.

**HAIRSTYLE** must be appropriate for school and **must not** be dyed, excessively short or long and no beads must be worn. Hair must **never** be shaved. Ribbons, beads or baubles are **not** permitted. Hair must always be neatly tied back with an appropriately coloured hair band or 'scrunchie' in line with the colours of the school uniform. Coloured hair braids or extensions are only allowed if they are very similar in colour to girls own **natural** hair colour.

**NAIL VARNISH, FALSE OR LONG NAILS** and **MAKEUP/FAKE TAN** are not allowed in school.

**JEWELLERY** is not allowed at St. Anne's, but girls who have pierced ears are allowed to wear one pair of small plain round metal (silver/gold) studs. No pearl, crystal or diamante earrings are allowed. A sensible watch is allowed.

**No other jewellery, including chains, bracelets, necklaces, upper ear, nose, lip or tongue studs are permitted. Plasters cannot be worn to conceal jewellery. Incorrect jewellery will be confiscated and available for collection on the last day of each full term.**

## Every Child Matters – Be Safe

We, as a school take very seriously our role in relation to the fact that **Every Child Matters** and student safety is paramount. In liaison with our School Community Officer, we have a number of suggestions that we would like you to be aware of, a simple guide to being safe:

- Mobile phones are permitted at St. Anne's however our focus is on learning and not disruption to the learning environment. In order to make your phone safer and reduce mobile phone crime in general, you should always register your mobile phone. This can be done on the following website, [www.immobilise.com](http://www.immobilise.com). This website is also able to register iPods and MP3 players.
- When using a mobile phone, do so carefully and out of sight of others.
- **DO USE** "vibrate" **NOT** a ringtone as this attracts the attention of a robber.
- When using buses stay on the bottom deck, **AVOID** the top deck when travelling on your own.
- **ALWAYS** choose an open carriage on tubes and trains where there are several other passengers.
- **KEEP** your personal property out of sight as pickpockets and robbers operate on buses, tubes and trains.
- If going out, stick together with a friend. Try not to walk home alone. When it's dark, try to keep to well lit public areas and roads. **AVOID** alleyways and parks. **NEVER** accept a lift from **ANYONE**, unless you have previously agreed it with your parents or carers.
- **ALWAYS** tell someone if you are threatened or robbed.

**It is important to THINK SAFE in order to BE SAFE**

# LONDON BOROUGH OF ENFIELD

## Education Group

### Term Dates for 2018/2019

#### **AUTUMN TERM**

**First Half:** Monday 3 September 2018 – Friday 19 October 2018  
**Monday 3 September 2018 – INSET DAY (STAFF ONLY)**  
**Tuesday 4 September 2018 – Yr 7 (8.30am – 12.15pm)**  
**Wednesday 5 September 2018 – All remaining students (Yr 8 and Yr 9) resume lessons (Normal day)**  
**Thursday 13 September 2018 – Year 7 Information Evening (7.00pm)**  
**Thursday 11 October - Year 7 Welcome Mass (7.00pm)**

**Half-Term:** Monday 22 October – Friday 26 October 2018

**Second Half:** Monday 29 October – Thursday 20 December 2018

#### **SPRING TERM**

**First Half:** Monday 7 January 2019 – Friday 15 February 2019 **Half-Term:** Monday 18 February – Friday 22 February 2019  
**Second Half:** Monday 25 February – Friday 5 April 2019

#### **SUMMER TERM**

**First Half:** Tuesday 23 April 2019 – Friday 24 May 2019  
**May Day:** Monday 6 May 2019  
**Half-Term:** Monday 27 May – Friday 31 May 2019  
**Second Half:** Monday 3 June – Friday 19 July 2019

#### **INSET DAYS**

3 September 2018    3 December 2018  
28 June 2019    22 & 23 July 2019

# **101 TIPS FOR PARENTS**

## **Children's top 10 worries about starting secondary school**

- Being bullied
- Not making friends
- Getting lost
- Homework
- Not being able to do the work
- Getting to school and back (especially if it involves a bus journey)
- Not having the right books and equipment
- Not knowing what to do if there's a problem
- Not getting on with the teachers
- Getting into trouble

## **How can I help as a parent?**

Moving from primary to secondary school is an exciting and significant event in the life of your child. It is an important milestone which, for many parents and teachers, marks a change in expectations regarding crucial life-skills such as independent working and self-organisation.

When a child starts at secondary school, they are expected to cope with a whole variety of new experiences and changes, many of which demand skills and abilities that they have not had to use before. The problem is that these skills do not spontaneously develop in children in the summer before they begin secondary schools – like reading and writing, they have to be taught and our children need support in developing them.

Most parents would like to help reassure their children, prepare them for these changes, and support them in developing the skills they need, but feel they lack the information and expertise to do so. For many of us our own experience of secondary schools in all we have to go on.

The top two worries that Y6 children express (see the 'Top 10' worry list) are social concerns. Although common, most children report that they are no longer worried about these after just one or two weeks at school!

If your child expresses these worries it is useful to tell them this and to emphasise that everyone else will also be feeling anxious. As there will be many more children in Y7 than in Y6, everyone has a good choice of friends and even children who move up with several children from their class tend to make new friends at secondary school. Talk to your child's Y6 teacher if these worries become great – they will be able to arrange for your child to meet some other students who will be starting (or already at the school) and perhaps a 'buddy' for the first two or three weeks.

The remaining worries are nearly all to do with the new organisational demands that they know will be placed upon them. Luckily these are the areas in which we can help the most.

The aim of this section is to provide you with the information you need to help your child to achieve independence, while supporting them in getting there. To achieve the balance of doing too much or too little for your child is hard – a useful rule of thumb is

*'never do anything regularly for your child that they are capable of doing for themselves'.*

This section clearly outlines exactly what your child needs to be able to do to succeed at secondary school ('Key tasks for students') and provides as many practical tips and ideas as we could cram in to help you to help them develop the skills for success ('Tips for parents').

The suggestions are practical, down to earth and have all been used by real parents with real, busy lives. You do not need to be an 'expert' or devote your life to your child's schooling to help your child to get it right!

Time spent early on in establishing habits of work and independence is an investment that will save endless time, battles and heartache in the long run. The habits and routines that children develop in Y7 are those that will stay with them throughout their secondary schooling and often throughout their working lives – it's worth the effort of getting it right to start with (so much easier than putting things right when they've gone wrong). If you can help your child to do this, you will really be making a difference.

## **So what is different about secondary school?**

- Children often have to travel further (some making their way to and from school independently for the first time – some travelling by bus).
- They may have to wear a full school uniform for the first time and have a whole list of new rules and regulations to remember.
- Instead of one teacher who has often known them since their early years, they will be taught by nine or ten teachers and have to get to know a whole range of adults in different roles within the school.
- The site will be much bigger and children will have to find their way around, moving from classroom to classroom between lessons, often carrying their belongings with them.
- They will have to use and interpret a complex timetable.
- For the first time children may be fully responsible for ensuring that they have the correct books and equipment for up to six different lessons per day, bus fare (oyster card), PE equipment, etc.
- Children will be given full responsibility for recording homework, completing it by the correct day and giving it in on time.
- There will be new lessons (eg. French) and new variations on familiar ones (Science in a laboratory for example).
- Teaching and learning styles may be very different. Children may be expected to write more frequently and for longer, and they may be expected to select appropriate reference books from the library.
- Breaktime and lunchtime will be organised differently, with less adult supervision and children having a lot more independence in terms of getting back to lessons on time, buying their own snacks and lunches, etc.

In general students are expected to be more independent, self-reliant and self-organised – a welcome development for many students but a challenge for most.

## **GETTING THERE AND BACK**

### **Key Tasks for Students**

- Getting up on time.
- Getting dressed, washed and ready to walk out of the door with everything you need.
- Leaving the house to get to the bus stop or to school on time.
- Being in the right place at the right time at the end of school.
- Going straight home.
- Knowing what to do if you are delayed for any reason.

### **TIPS FOR PARENTS**

#### **Before your child starts**

- Time the journey to school or bus stop.
- Be sure your child is clear about what time they are expected to be home and what to do if they are held up for any reason.
- Make sure they know/have your contact numbers.
- Buy an alarm clock and make sure your child knows how it works. Test run it before the first day at school.
- Work out with your child what time they will need to get up to get to school on time. Work backwards from the time they need to be at school (8.40am at the very latest). Include all the things they will need to do. (Use the sample plan if this is helpful).
- Agree a routine for the mornings and after school. Will they shower/bath in the morning or the evening? Will they get their school bag ready the night before or in the morning? Who will make the packed lunch? When?
- Agree a bed-time for schooldays with your child that will ensure they get enough sleep.
- Have a couple of practice runs ... set your child the challenge of getting up at the correct time and getting ready.
- Does anything need changing?

### **When they start**

- If possible, be around for your child for the first few days/weeks and 'supervise'. Praise and encourage independence but be ready to offer a helping hand.
- Go through the routine regularly with your child. If necessary provide a tick list to help them (see sample).
- Insist on the routine being kept to – it will save you hours in the long run!

### **UNIFORM MATTERS**

#### **Key tasks for students**

- Knowing the school rules regarding uniform (including jewellery and make-up).
- Making sure everything is ready to put on the evening before (including shoes and underwear!).
- Making sure a full PE kit is taken to school in the days it is needed.

#### **Before your child starts**

- Check the uniform requirements including rules regarding make-up and jewellery. (Schools will normally send out a list of regulations regarding dress and where it can be obtained.)
- Ring the school if you may be entitled to financial support for buying school uniforms.
- Beware cast-offs. Children are very sensitive about wearing 'hand-me-downs' (but this will usually wear off after a while as they become more confident).
- Name everything, even shoes – you would not believe what children lose! A marker pen is as good as labels.
- Have spares of essentials at home if possible. It prevents panic when things get mislaid at 7.30am (and they do).

## **When they start**

- Encourage your child to hang up their uniform straight away after school.
- Decide on responsibilities – who irons the shirts, when/who puts them away, etc?
- If your child is very disorganised, check items one by one, or give a checklist at first.
- Encourage your child to put everything out (including shoes, socks or tights and underwear) the night before (there's so much more time in the evening for finding odd socks ...).
- Have a system for making sure that clothes are clean and ready – the earlier children start to take responsibility the better, but whoever does it, both parties need to know 'the system'.
- If your child regularly loses or forgets essential items, give spares to the form tutor to keep at school (e.g. PE shorts, trainers).
- If you have a timetable displayed for your child (a good idea), colour the days when your child has PE so they can see each day if they need to take their PE bag.

## **THE NEW TIMETABLE**

### **BEING IN THE RIGHT PLACE AT THE RIGHT TIME**

#### **Key tasks for students**

- Knowing what lessons take place on a particular day.
- Knowing where the classroom for each lesson is.
- Knowing who the teacher is.
- Understanding the timetable.
- Getting to lessons on time – especially after morning break and lunch time.

### **Before your child starts**

- Visit the school – talk about how it is laid out/organised (usually in 'subject blocks').
- Reassure your child that they will quickly get to know their way around (most have it mastered within a couple of weeks) and that they move around as a group to start with. Teachers are very understanding about children getting lost to begin with and usually help is at hand if it is needed.
- Draw or get hold of a simple plan if your child is very worried and talk about getting from one place to another.
- Get hold of a 'sample' timetable – these can look very complicated. Break it down and talk about 'how it works' if necessary (the room numbers/teacher initials, etc). Talk about the timing of lessons and free time.
- Get a list of your child's teachers as soon as you can. It helps to know who teaches what.

### **When your child starts**

- Get a copy of your child's timetable (it will usually be written in their planner in the first week). Keep this on display so that you and your child can refer to it.
- Encourage your child to learn what lessons they have on which days so that they can become independent.
- Make sure your child knows what to do if they are late or get lost.
- Get your child a watch.

### **ORGANISING BOOKS AND EQUIPMENT**

- Having a good system for keeping books and equipment.
- Knowing what lessons there are on a particular day.
- Knowing what equipment is needed for each lesson (e.g. Ruler, compass, calculator for maths).
- Using the planner (to write down important notes and messages and to refer to as a reminder).
- Having a bag packed the night before with everything needed for that day.

## **Before your child starts**

- Help your child organise their living space so that they have a place for everything to do with school. Try to make sure they have access to a desk, good light and storage space for their school books.
- Equip them with the tools they will need at home (it's best to keep two sets of everything – one for school and one for home, so that losing a pen at school does not stop them doing their homework).

A useful home 'tool kit' consists of:

Pencils, pens, rubber, sharpener, crayons, felt pens, ruler.

Maths equipment – protractor, compass, set square and calculator.

Sellotape, gluestick, paper (lined and plain) and plastic wallets.

- A box file or stacking system is useful for students with organisational problems – each file can be labelled with the subject and all books, worksheets, etc. can be kept ready to pull out and put in the school bag when required.
- A labelled A4 plastic or card folder to take to school for each subject is useful – students are given lots of worksheets which they are not used to organising. Folders can hold all worksheets, books, etc.
- An office two-tier 'in-tray' is useful for 'homework to be done' and 'homework completed'.
- An additional A4 plastic or card folder for finished homework is useful for children with poor memories – they can check it each lesson to see if there is homework to be given in.

## **When your child starts**

- Teach a routine for 'emptying the bag'. The subject folders or books are replaced in the system. Any subjects for which homework is required are placed in the 'homework to be done' tray. Do this with your child to begin with if necessary, then gradually let them take over. Even when your child has 'got it', do spot checks every so often.
- Encourage your child to glue any worksheet/odd bits of paper into their workbook if possible each night – otherwise the sheer volume of 'bits of paper' becomes impossible.
- When homework is completed (see section on homework), supervise the packing of the bag. This is best done the night before.
- The displayed timetable can be used as a checklist for subject folders and equipment. Write the equipment needed at the top of each day (see sample display organiser).

- Encourage your child to check their planner for any reminders/notes each night. It's usually worth double checking.
- If you know your child has food technology (cooking to you and me) on a certain day, check at the beginning of the week if they need ingredients – searching through cupboards on the morning, ten minutes before the bus leaves, is not to be recommended!

## **HOMEWORK**

### **Key tasks for students**

- Writing down your homework timetable – what homework you get on which days.
- Understanding how your planner works – make sure you use the correct week to record your homework.
- Writing down your homework in lessons (write exactly what you have to do). If none is set write this down with the reason why, e.g. Supply teacher.
- Recording when it has to be done by.
- Asking if you are not sure what the task means and checking with the teacher if you are not sure what books you will need, etc.
- Making sure you bring home everything you need to do the homework.
- When you get home, using your planner to remind you of what you have to do.
- Working by yourself to complete tasks, spending the correct amount of time. Doing your best without someone standing over you!
- Asking for help if it is difficult, or you don't understand something.
- Ticking the 'done' column in your planner when completed.
- Taking your completed homework to school on the correct day.
- Remembering to give it in!

Try to do homework on the night it is set – not the night before it is due in (you may get three other 'homeworks' on that night!)

### **Before your child starts**

- Agree a routine for homework with your child. Life can become a constant 'nag' if you don't start this from the beginning. Homework becomes an increasingly important part of the curriculum as your child goes through school – what he or she starts off doing is what they will do until they leave!
- A good time for homework is after a short break when your child returns from school; get it out of the way early, leaving the rest of the evening free – who wants to start work at 7.00pm?
- Agree with your child that TV, other activities, phone-calls, etc will only be possible after homework is done.
- Many children will say that listening to music helps them concentrate and do their work. Agree whether this is allowed. Personally, I think that if your attention is on your favourite song, it can't also be on your homework (and more so for the television!) but the important thing is to make an agreement and stick to it.
- Be prepared to invest time at first – for example, be available for a set time each day to help with homework until the routine is established – it will be time well spent.
- Using the ideas in 'organising books and equipment' will help enormously – make sure your child has a comfortable place to work (with as few distractions as possible); set up a double 'in-tray' and label it 'homework to be done' and 'homework completed'. Provide a 'finished homework' folder for your child to take to school.
- Check in the school's induction booklet or speak to the school about how long children are expected to spend on homework each night. Check also what you can do if your child is having difficulty.

### **When your child starts**

- Stick to your agreed routine whenever possible.
- Try to ensure that homework is done on the night it is set to prevent build-up.
- Spend time with your child in the first few weeks, establishing the routine.
- Encourage your child to unpack their bag in an organised way, placing homework to be done in their tray. Check the planner with your child for what homework needs to be done, and when it is to be done for. Check they have everything they need to complete the tasks (ask them to tell you what they will need, to encourage independence).

- Recognise how hard it is to work unsupervised. Help your child structure their time and use it usefully – provide a clock or timer and agree the tasks that should be done in each, e.g. half-hour period. Try to be available to do ‘progress checks’ – have they completed the task in the set time? (But otherwise leave them to it – don’t establish a pattern of always doing homework with them – it’s unsustainable and they won’t learn to work independently).
- Make sure your child always writes the date and title and clearly labels it as homework (either in their book or on a worksheet or computer print out).
- Point out the rewards of working in this way – homework doesn’t drag on all night; it feels good to have completed tasks, etc.
- Don’t let children struggle on for longer than the recommended time – if they have done half an hour and only answered half the questions, let them stop. (If they are worried about the consequences, write a note on the homework, confirming that the correct amount of time was spent on the task)
- If children are stuck – either because they don’t understand the task they have written down, or because they ‘can’t do it’, offer support but don’t ‘do it for them’.
- Encourage them to write down exactly what the teacher says (not ‘finish stuff in book’ – they’ll have forgotten what ‘stuff’ by the time they get home). If you and your child really cannot work out what has to be done, try ringing a friend in the same group, or as a last resort, write a note to the teacher asking for clarification and explaining that the homework will be done as soon as possible.
- If there is a problem with the level of work, it is important that the teacher knows this. If work is consistently too difficult or too easy, it is important to let the teacher know.
- Check that your child has given homework in and, if they have not, check why (they may have had a supply teacher) and encourage them to write in their planner when they will give it in.
- Take an interest in the marks and comments on the homework your child gets back – celebrate success and give the clear message that homework is valuable and important.
- Homework may not be automatically valued by the children in school. Be very wary of excuses your child will use (see list – they will accumulate many from their peers over the first few weeks and only some will be genuine!) and try to ensure that, if an excuse is given, you check it out and that your child still does the homework as soon as the problem is sorted out. If you do this the first few times, the ‘excuses’ will lessen, but if

they are successful in getting out of homework in this way to start with, they will carry on and it becomes very hard to re-establish good patterns later on when homework becomes crucial to examination grades.

- If your child is consistently not getting homework when they should (according to the homework timetable), do contact the school.

### **Excuses for not being able to do homework ...**

- We didn't get any
- I don't need to do that, we did it in class
- We had a supply teacher
- It doesn't have to be in for ages
- I left it at school
- My teacher's got my book – they took them in
- My friend is borrowing my book
- I did it on the computer and it wouldn't print out
- I forgot to save it/can't remember what file I saved it in
- I'm going to do it with my friend on the bus/at break
- I need to do it in the library
- I will do it at lunchtime tomorrow
- I've lost my planner

GOOD LUCK – SEE YOU IN SEPTEMBER