



The **Stanway** School



September 2024 Information Booklet
Year 11

1. Key dates

To ensure all students are fully prepared for the year ahead and to help you as parents support them and the school, we have prepared a list of the key dates. Please read this carefully and add the relevant dates for your child to your calendars for future reference. **This is subject to change so please do not book any holidays/events until final dates are confirmed. Individual departments may contact regarding additional key dates.**

Monday 2nd September 2024	Non-pupil day
Saturday 19th October 2024 - 10.00am-1.00pm Tuesday 22nd October 2024 - 5.00-8.00 pm Thursday 24th October 2024 - 5.00-8.00 pm	Colchester Institute Open Events
TBC	The Royal Grammar School Open Evening
Wednesday 23 and Thursday 24 October 2024	Colchester Sixth Form College Open Evening
<ul style="list-style-type: none"> • Saturday 5 October 2024, 9.30am to 12.30pm • Tuesday 5 November 2024, 5.00pm to 7.30pm • Tuesday 26 November 2024, 5.00pm to 7.30pm • Tuesday 4 February 2025, 5.00pm to 7.30pm 	One College - Ipswich
Monday 28th October - Friday 1st November 2024	Half term
Wednesday 23 October 2024	Colchester County High School for Girls Open Evening
Dates for future college Open Days are to be confirmed.	Writtle College Open Event
Open evening: Thursday 10th October Taster lessons: 2:30pm-4pm Tuesday 17th December	Sigma Sixth College Open Event
TBC	Chelmsford College
Monday 18th November - Friday 13th December 2024 Tuesday 19th November 2024 (4.00-5.30pm - Reception Area) After this date, any time during normal school hours	Year 11 Mock Exams GCSE Certificate Collection (Summer 2024 exams)
Friday 29th November 2024	Non-pupil day
Monday 23rd December 2024 – Friday 3rd January 2025	Christmas Holidays
Monday 8th January - Friday 2nd February 2024 - TBC	Yr 10/Yr 11 Formal Examinations (CAMNAT and BTEC)
Friday 10th January 2025 - TBC	Results to Students from the November/December mock examinations
Thursday 30th January 2025 - 4pm - 8pm	Yr 11 Parents' Evening
Friday 31st January 2025	College Applications Close

Monday 17th February - Friday 21st February 2025	February Half Term
Monday 24th February 2025	Non-pupil day
Tuesday 25th Feb - Friday 14th March 2025	Year 11 Mock Exams including practicals
Monday 7th April - Monday 21st April 2025	Easter Holidays
After Easter Holidays - TBC	GCSE French, German & Spanish Speaking exams
Monday 5th May 2025	May bank holiday
Tuesday 6th May - Thursday 19th June 2025 Contingency Dates for GCSE Exams - Wednesday 11th June 2025 - PM Wednesday 25th June 2025 - All Day	GCSE examinations Summer 2025
Tuesday 27th May – Friday 30th May 2025	Half term
Friday 23rd May 2025 - TBC	Leavers breakfast and celebrations
Thursday 10th July 2025 - 6.45pm - TBC	Prom
Thursday 21st August 2025	GCSE results issued to students

2. Introduction

As the Summer holidays draw to a close and we look ahead to the start of the new academic year we wanted to produce a September Information Booklet for parents and carers. This one is tailored for your child's particular year group and we recommend that you go through the booklet with them before the Summer holidays and during the first week of September to ensure they are ready for the new academic year. It is always worth going through the uniform expectations with them, especially around jewellery, to prevent any issues on their return to school.

This booklet contains key information that will be relevant for your child, both regarding the general day-to-day elements of school life and specific details to help them navigate the year successfully. We will also be holding a **Navigating Success Evening on 11th September 2024** which will be a good opportunity to go through the complex year ahead and learn how we and you can support them through what will be a stressful time.

We are committed to building positive working relationships between home and school, to this end this booklet contains the contact details of different members of staff and the table below also indicates the areas of responsibility that each member of the Senior Leadership Team holds. If you have any questions, we would be happy to help you!

Mr J Bland	Executive Headteacher	Strategic direction & School Improvement jonathan.bland@stanway.school
Mr J Player	Head of School	Strategic Direction & School Organisation john.player@stanway.school
Mrs R Braniff	Deputy Headteacher	Quality of Education rachel.braniff@stanway.school

Mrs S Jaggard	Deputy Headteacher	Inclusion sarah-jane.jaggard@stanway.school
Mrs C Wadsworth	Deputy Headteacher	Pastoral and safeguarding lead crystal.wadsworth@stanway.school

Mrs L Allen	Assistant Headteacher	SENCO lizzie.allen@stanway.school
Mr N Baidoo	Assistant Headteacher	Pastoral KS3 (Years 7, 8 & 9) nik.baidoo@stanway.school
Ms L Doherty	Assistant Headteacher	Pastoral KS4 (Years 10 & 11) louise.doherty@stanway.school
Mr R Stuart	Assistant Headteacher	Data & Timetable richard.stuart@stanway.school
Mr R Thorpe	Sigma Trust Strategic Lead for MFL	Sigma Trust Strategic Lead for MFL ross.thorpe@stanway.school

Mrs S Cooper	Senior Progress Leader	Data & Reporting sarah.cooper@stanway.school
Mr A James	Senior Progress Leader	Key Stage 3 (Years 7, 8 & 9) anthony.james@stanway.school
Mr A MacPhail	Senior Progress Leader	Key Stage 4 (Years 10 & 11) alexander.macphail@stanway.school
Mrs R Reilly	Senior Progress Leader	Student Wellbeing rebecca.reilly1@stanway.school
Mrs M Ridgwell	Senior Progress Leader	Mathematics & Numeracy megan.ridgwell@stanway.school
Mrs C Spurr	Senior Progress Leader	Teaching & Learning charlotte.spurr@stanway.school
Miss C Whittle	Senior Progress Leader	English & Literacy chloe.whittle@stanway.school

The main contact for your child will be their form tutor. Please feel free to contact them should you have any concerns, queries or just want to share some achievements that your child has made, especially over the summer holidays.

3. Our school culture

The Stanway School is a member of Sigma Trust, a partnership of schools located in North East Essex covering both Colchester and Tendring. It incorporates schools that share the same mission, vision and values and have a strong history of working collaboratively.

Together, the staff and students formed the 5 elements of the Stanway Standard that run through and underpin all that we do and say in our school community. At The Stanway School, we are:

Considerate: we are a community where each member is valued and success is celebrated

Responsible: we are each responsible for our words and actions towards each other and our environment

Proud: we are proud to be part of the Stanway community and take pride in the quality of our work, our achievements and our uniform

Respectful: we treat every member of our community with the respect we wish to be shown to ourselves

Determined: we show resilience through challenges and aspire to be the best we can be



Alongside the Stanway Standard, we run a RESPECT agenda to ensure that all members of our school community are treated in the way that we would expect. This agenda was designed through a collaboration between the students and staff and is a fundamental principle we uphold.

Collectively, these embody the community culture we expect at the Stanway School. Our rewards structure and behaviour and consequence system are built around these principles.

A big focus for us is ensuring all members of our school community demonstrate appropriate manners, built on a foundation of **RESPECT**. These work alongside our 'Stanway Standards' and ensure that all students and staff are treated respectfully, with consideration and kindness to each other.

All students are expected to show these in all their interactions, within lessons and outside of them.

Responsible - accepting consequences for what we do and say

- At Stanway we are responsible for the language we use when talking to adults
- At Stanway, we are responsible for the language we use when talking to students.
- At Stanway we are responsible for the way we move about the site

Engaged - *being actively involved in something*

- At Stanway, we are engaged in learning
- At Stanway, we are engaged when talking to others
- At Stanway we are engaged when being talked to by adults

Sensible - *having good sense and reason*

- At Stanway we are sensible when moving around the school site
- At Stanway, we are sensible in queues
- At Stanway we are sensible in lessons

Polite - *showing behaviour that is respectful and courteous*

- At Stanway, we are polite in conversations and comments
- At Stanway, we are polite in the way we interact with each other
- At Stanway, we are polite to visitors to the school

Empathic - *sensing others' emotions and trying to imagine how others' feel*

- At Stanway, we show empathy by considering how other people feel
- At Stanway, we show empathy by considering words we use to describe other people
- At Stanway, we show empathy by considering comments we make, even if they are intended as jokes

Co-operative - *working towards a common goal*

- At Stanway, we are co-operative by working well with other students
- At Stanway, we are co-operative by working well with adults
- At Stanway, we are co-operative by helping each other through difficult times

Thoughtful - *having thought for the comfort and good of others*

- At Stanway, we are thoughtful in our words towards others
- At Stanway, we are thoughtful in our actions towards others
- At Stanway, we are thoughtful in the way we conduct ourselves on social media

4. The House System

When students start Stanway School, their form group will be linked to a House. We have five houses named after famous people who have made a massive contribution to their field of study - literature, science and medicine. Each house has their own representative colour.

Over the school year there will be the opportunity to become involved in house events. These events are run by all departments so there is always something for everyone - Art, Maths, Languages, PE, Science, DT, STEM, Humanities to name a few. Participation in House competitions results in Standard Points for you. Results house events are celebrated at House assemblies each term.

Each house has a student leader attached to them and they are part of our Student Leadership Team



Gainsborough:

Head of House: Mrs Spurr

Named after Thomas Gainsborough, the famous local portrait and landscape artist, born in Sudbury, Suffolk in 1727, and one of the original three Houses here at Stanway.



Nightingale:

Head of House: Miss Johnson

The Nightingale house has been established since the 2017/18 academic year and is named after one of England's most inspiring women in history – Florence Nightingale (The “Lady with the Lamp”).



Rutherford:

Head of House: Mr Johnson

Rutherford House is named after the famous scientist Ernest Rutherford who was known as the father of nuclear physics and was awarded the Nobel Prize for Chemistry in 1908.



Shakespeare:

Head of House: Mr Evans

Shakespeare House is one of the original three Houses at Stanway, formed in 2001 and is named after the famous poet, playwright and actor, William Shakespeare.



Wellington:

Head of House: Miss Parker

Named after perhaps Britain's greatest military hero and the victorious General from the Battle of Waterloo in 1815, the 'Iron Duke' is also one of the three original Houses at Stanway.

5. The School Year and key dates

The Stanway School – Term dates 2024-2025

September 2024							October 2024							November 2024							December 2024						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
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2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29	
30																				30	31						

January 2025							February 2025							March 2025							April 2025						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
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6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30	28	29	30				
														31													

May 2025							June 2025							July 2025							August 2025						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
			1	2	3	4						1		1	2	3	4	5	6					1	2	3	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
							30																				

- = Schooldays
- = School holidays
- = Bank holidays
- = Weekends
- = INSET

In addition, schools allocate five non-pupil days out of the school days indicated, or the equivalent in disaggregated twilight sessions.

Autumn Term:	Monday 2 September 2024 – Friday 20 December 2024 <i>Half Term 28 October – 1 November</i>	75 days
Spring Term:	Monday 6 January 2025 – Friday 4 April 2025 <i>Half Term 17 February - 21 February</i>	60 days
Summer Term:	Tuesday 22 April 2025 – Tuesday 22 July 2025 <i>Half Term 26 May – 30 May, and May Bank Holiday - 5 May</i>	60 days
		195 days

6. Uniform

School uniforms play a key role in promoting pride, self-confidence and a feeling of belonging within the student community. We want our students to look smart and feel proud to be a student at The Stanway School; wearing their uniform correctly is vital in achieving this.

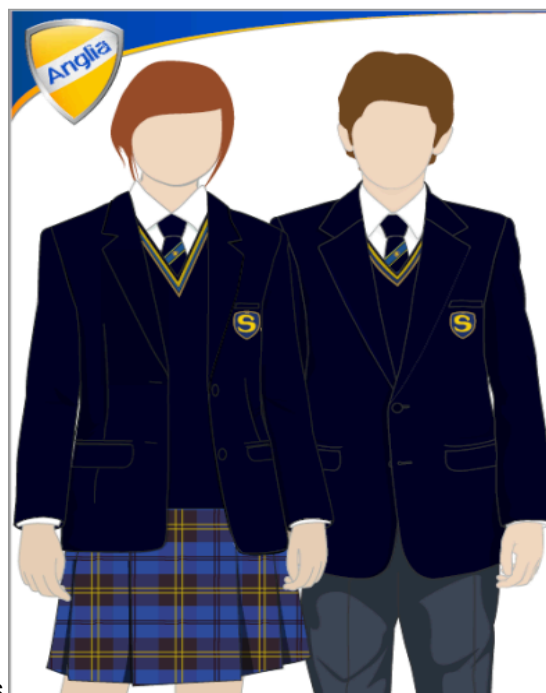
<u>Uniform</u>	<u>PE Kit</u>
<ul style="list-style-type: none"> • Stanway School Navy Blazer * • Mid Grey, formal style trousers, or • Stanway School navy blue tartan skirt, knee length * • Stanway School clip on tie * • Stanway School navy V-neck jumper (optional) * • White shirt, traditional short or long sleeved • Plain black ankle socks or • Plain black tights • Plain flat formal black shoes 	<ul style="list-style-type: none"> • Stanway School navy shirt* • Stanway School navy shorts * • Stanway School sports socks * • Stanway School long sleeves sports jersey * • Training shoes • Football boots (optional) • Footwear for 3G pitch – moulded studs, plastic studs or astro turf trainers

* These items of uniform are embroidered with the school logo and can only be purchased on-line from www.yourschoolwear.co.uk. Other items of school uniform, i.e. trousers/shirts, can be purchased from any uniform supplier.

School uniforms must be worn correctly at all times. All clothing should be clean, smart and marked with the student's name.

Important notices - Please see the School Uniform Guidance Sheet for full information in our Uniform Policy available on the Stanway School website.

- TROUSERS - must be mid-grey and formal style with a standard waistband that includes belt-loops and a standard hook and eye or button closure.
- SKIRTS - must be worn at or below the knee (approximately 5cm from the kneecap as a reference).
- SHIRTS - must have a standard collar and white buttons and must be buttoned to the neck and tucked into trousers or skirts at all times.
- JUMPER - Only the optional school jumper is permitted to be worn. Other garments, e.g. cardigans, sweatshirts, hooded tops, coloured jumpers are not acceptable.
- SOCKS - black or white ankle socks, knee high socks are not permitted.
- SHOES - must be entirely leather, faux leather or patent leather. Brogues, Oxfords, Loafers and Monk Straps are recommended. Trainer-style shoes, high heels or boots are not acceptable, nor are shoes which display logos or other adornments.
- HAIR - extreme hair-cuts and colours are not allowed, including extreme highlighting. Hair should be a natural colour with no extremes in style eg shaved patterns or shaved lines. All hair adornments must be discreet. Caps or beanie hats may not be worn in school.
- JEWELLERY - for health and safety reasons, jewellery is limited to a wristwatch, a medical bracelet or medical necklace (if needed) and one spherical gold or silver small stud in each ear,



and a wristwatch. No chains, tongue studs or visible body piercings/tattoos are permitted. Clear plastic nose retainers can be worn.

- All jewellery, including earrings and clear retainers, must be removed for PE.
- **MAKE UP** - make-up should be very discreet. Nail varnish, acrylic nails and false eye lashes are not acceptable.

Reasonable adjustments to uniform may be made for religious or (upon presentation of medical evidence) medical reasons and only then, following discussion with the Executive Headteacher / Head of School.

Trainers are not permitted other than in PE lessons. We understand that there are occasions when there is a short term need to wear alternative shoes and in these instances please contact the year team who will be able to provide the student with a permission card to show when challenged. Students in trainers without a card will have a consequence set.

We know that some families can struggle financially with school uniform and we want to help where we can. We have a stock of second hand uniform that can be used to help if you are struggling to purchase what is needed, this includes school shoes should students break theirs and you are unable to purchase new ones. **We would welcome any donations of old uniform and PE kits that you no longer require so that they can go to help another family.** Please contact your child tutor if you have any concerns over uniform.

Students who do not meet the uniform expectations will have their standards card signed. The purpose of this card is to prevent students from gaining negative behaviour points on each occasion where they are not meeting the uniform standards. Instead, their card will be signed and a consequence will only be given when they receive an allocated number of signatures. We believe this will give students the opportunity to get back into the habit of wearing the uniform correctly before any consequences are issued.

7. The School Day

Each day has 5 lessons that are each 1 hour long. Alongside this, students have an AM registration session every day. In these registration sessions, students conduct a range of activities across the week, including a Year Group or House Assembly, PSHE sessions, Votes for Schools and Literacy programmes.

During lunchtimes, a number of clubs and support sessions are run, with a very broad spectrum of interests being catered for, from music, drama and sports all the way to Amnesty International, Debating and even Dungeons & Dragons!

8.40am - 9.05am	Morning Registration/Assembly
9.05am - 10.05am	Lesson 1
10.05am - 11.05am	Lesson 2
11.05am - 11.30am	BREAK
11.30am - 12.30pm	Lesson 3
12.30am - 1.30pm	Lesson 4
1.30pm - 2.10pm	LUNCH
2.10pm - 3.10pm	Lesson 5

Mobile Phones

As a quick reminder, students are not allowed to use their mobile phones during the school day (8:40am - 3.15pm). During these times, it should be switched off and kept safely away in blazers or school bags. If a student's phone is seen or heard during these hours, it will be confiscated and given to their Head of Year for collection at the end of the school day.

8. Medical Matters

We have a number of staff trained as first aiders who supervise the school Medical Room during school hours. If your child has an accident or is unwell during school, they will be seen by a trained first aider. We cannot "treat" injuries or illness. First aiders are not able to diagnose any illness or ailments and you should see your GP for any diagnosis of any medical condition. Our role is to take reasonable care of all students and you will be contacted if we feel a student cannot remain in school. In the event of an emergency, an ambulance may be called.

Students should not use their mobile phones to contact a parent or carer directly to ask them to come into school to pick them up. Whilst this is understandable, it is also very damaging, as it can undermine the ability of the school to effectively care for students during the school day, and can also put students at risk as the school must know where students are at all times.

Medication

If your child has any medical condition of which we are unaware, please ensure that we are informed via your child's Year team / school admin. Small quantities of their medication may be brought into school as necessary. If parents require us to administer medication they must hand it in, in person at Reception in order that the necessary paperwork may be completed. Prescribed medication should be in the box it has been issued in from the pharmacist clearly stating name and dosage. Any other medication e.g. paracetamol must be in the original packaging. The school cannot take responsibility for 'out of date' medication.

9. Student Absence

The importance of good attendance

Good attendance is critical to student success and wellbeing and students should be aiming for a **target attendance of 97%** over the academic year. Nationally, Year 11 students who missed less than 1% of school achieved nearly a full grade higher than the average student per GCSE last year. Those students whose attendance was below 90% achieved on average a third grade per GCSE lower than the average student.

Although 90% sounds like a high number but in attendance terms it is not. It means that a student misses a day of school every two weeks or 20 days of school (100 hours). Students with an attendance below 90% are classified as persistently absent.

How To Report An Absence

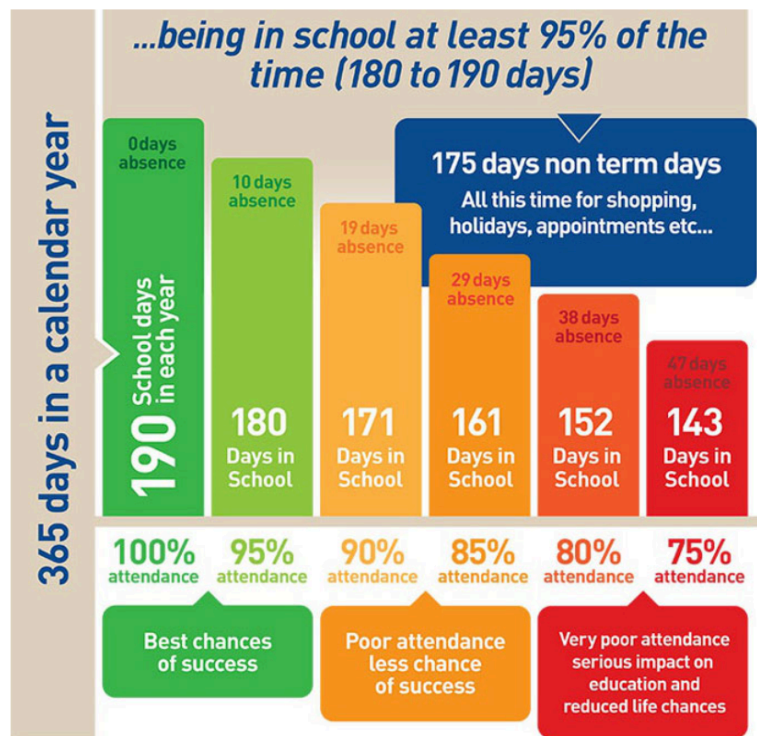
All absences should be reported to school as early as possible on the first day of absence either by telephoning the school absence line on 01206 245059 or via email to student.absence@stanway.school.

If only one day's absence has occurred, then a phone call/email is sufficient. However, if your child is likely to be absent for more than one day, then a phone call/email to the school should be made on the first day informing us of the expected return to school date. If we do not receive a call from you, one of our office staff will message you to gain an update during the school day.

Authorised absence is granted entirely at the headteacher's discretion and absences will be unauthorised if the school is not satisfied that the reason given is an authorised absence. Medical evidence may be requested.

There is no entitlement to parents to take their child out of school during term time. However, you may apply to the school for leave of absence if you believe there are exceptional circumstances.

If the absence is not authorised and the holiday is taken, the case will be referred to the Education Welfare Service who may issue a Penalty Notice for £120 (or £60 if paid within 21 days) to each parent for each child taken out of school.



10. Free School Meals

Who is eligible for free school meals?

Free school meals are available to pupils in receipt of, or whose parents are in receipt of, one or more of the following benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit.

Will my child have a choice of foods?

There will be a daily hot and cold meal deal available as well as free choice on other items to the allocated value.

Will my child stand out from their friends?

No, there is no visible exchange of token or voucher that takes place. As we use biometrics for purchasing through Parent Pay the purchase of food items will be done in the same way. The Free School Meal balance will be added to your child's Parent Pay account daily. You will be able to see what your child is eating through Parent Pay.

How do I find out if my child is eligible for Free School Meals?

It is a simple and easy process.

Use this link to find out if you are eligible for Free School Meals:

[Apply for free school meals - GOV.UK \(www.gov.uk\)](https://www.gov.uk/apply-for-free-school-meals)

11. Personal Details

It is important that we have up to date contact details for your child and for the emergency contacts that you have provided. If you would like to make any updates or changes please login to Arbor ([Link here](#)) or contact the school office:

12. Pastoral Support & Safeguarding

Form tutors should be the first point of contact for all pastoral concerns as they have daily contact with your child.

For serious safeguarding concerns please inform the year team directly. Miss Murphy is the Head of Year 11 and can be contacted via email on ellen.murphy@stanway.school. Mrs Barker is the Assistant Head of Year 11 and her email address is sarah.barker@stanway.school. The year 11 office is based in the office opposite B004 (Drama Studio).

The pastoral team is lead by Mrs Wadsworth, Deputy Headteacher and Designated Safeguarding Lead and supported by the deputy safeguarding leads; Mr Baidoo (Assistant Headteacher), Ms Doherty (Assistant Headteacher), Mr MacPhail (Senior Progress Leader KS4) and Mr James (Senior Progress Leader KS3).

We send home a safeguarding and online safety newsletter each half term and would encourage you to read this as it often contains updates on new trends, concerns and specific information regarding current safeguarding concerns in the area.

Form Group	Tutor	Email
11Sc1	Mrs Watt	alana.watt@stanway.school
11Sc2	Mr Evans	celyn.evans@stanway.school
11Sc3	Mr Bocking	mark.bocking@stanway.school
11Ma1	Miss Johnson	ellie.johnson@stanway.school
11Ma2	Mr Saiz	damien.saiz@stanway.school
11En1	Ms Rivett	krizstina.rivett@stanway.school
11En2	Mrs Jones	susan.jones@stanway.school
11Mf1	Mrs Butcher / Mrs Jessop	nicola.butcher@stanway.school lorraine.jessop@stanway.school
11Hi1	Mr Rivers	charlie.rivers@stanway.school
11Gg1	Mrs White / Miss Di Nocera	katherine.white@stanway.school elizabeth.dinocera@stanway.school

Mental Health is one of the most common safeguarding concerns we currently find among students and due to the increasing demand nationally, external support such as CAMHS (Children and Adolescent Mental Health Service) and counselling can have long waiting times. We encourage those that have concerns about mental health to talk to their tutor and more practical support can be found via the school website wellbeing page, [LINK HERE](#).

13. The Curriculum

Curriculum Maps and Topics being studied

A full breakdown of our curriculum is available on our website at the following location: [The Stanway School - Curriculum](#). This page will be updated to reflect any changes that occur during the year, but does give you a good overview of what your child will be studying.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
English							Mathematics							Science						Physical Education				
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Religious Education		Citizenship		History			Geography			Languages			Computer Science		Art		Drama		Music		Design & Technology			



At The Stanway School we believe that learning goes beyond the classroom. We have adapted a traditional model of school homework to meet our aim of instilling a love of learning and developing independence.

Year 10 and 11 - Tasks will be set weekly and with a week for completion) as and when appropriate. This will be determined by the subject leader and the content is adapted by the class teacher.

In Year 7, 8 and 9 subjects will provide a menu of tasks for each pupil to select a task from. The teacher will talk to the students about the tasks so they ensure they understand what they should do. They will also guide some pupils towards particular tasks to ensure the tasks either support, secure or stretch their learning.

English, Mathematics, Science and Languages will set a task weekly.

14. Assessments and Reporting

Assessments

Throughout the year, our teachers will assess the progress students are making in all of their subjects to ensure that they are making at least the expected progress needed at each point on their learning journey. To help our students make progress, teachers will provide clear feedback on the specific skills, knowledge and concepts that they have demonstrated, as well as what areas specifically they need to focus on next to make further progress. Every term, teachers will also assess the students' attitude to learning in all the subjects they are studying. This information is available in Go4schools.

What should I do if I am concerned about my son's/daughter's progress in a particular subject?

Talk to your son/daughter to check that they are aware of what they need to do to make progress in the subject. Are they following the guidance from their teacher on how they need to improve? Have they spoken to the teacher to help them set a realistic target to improve? If you have further concerns please speak to the relevant Subject Lead / Head of Department (contact details are available on our website through the Contact Us page).

15. Reading

The Importance of reading

At The Stanway School, we believe in the power of reading. We understand that becoming a confident reader unlocks all subjects in our curriculum and helps students to succeed beyond school. Regular reading has a number of benefits:

1 minute a day: Students will encounter 180 words per school year.

5 minutes a day: 282,000 words per school year.

20 minutes a day: 1,800,000 words per school year and likely to score in the top 90% of standardised tests.

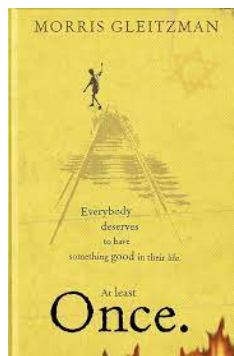
All students from Year 7 to Year 10 will be expected to complete reading homework. This will be set via the Sparx Reader platform. Sparx Reader is a reading, comprehension and vocabulary programme that gets all young people reading regularly to help improve their literacy. It also aims to motivate students to read for pleasure.

Form Time Novels

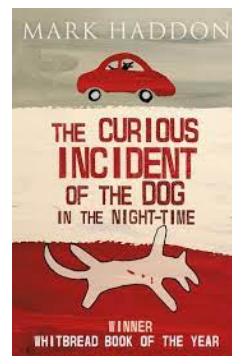
Reading is prioritised at The Stanway School through form time. Our students enjoy dedicated reading time with their tutor with a form time novel. Each text is carefully selected to encourage curious and confident readers. Whilst each text is different, they are united by common themes of tolerance and diversity.



Year 7



Year 8



Year 9



Year 10



Year 10

The Learning Resource Centre

We believe there is no such thing as a student who doesn't like reading - they just haven't found the right book yet! The Stanway School has a very well-stocked library to cater for all our students,

including great series, graphic novels, magazines and 'You Choose' stories. We want to inspire our students to read widely and develop their imaginations by getting lost in a great book. As part of their English lessons, all students in years 7-9 will have a lesson in the LRC and can access the LRC during breaks and lunches.

Building Confident Readers

To support all students to be able to read at age related expectations, we run a number of reading interventions. This includes small group fluency sessions and more targeted 1:1 reading support. Our academic prefects are trained to 'buddy' with a younger student and read together to build confidence and develop comprehension skills.

16. SEND Support

Key People & How To Contact Them

If you have any SEN related queries throughout the year, the SEND department can be contacted via senteam@stanway.school. The department endeavours to respond to all queries within 48 hours.

SENCO - Miss Allen (Whole school responsibility and oversight of year 11)

Deputy SENCO Mr Hazell (oversight of year 7 & 8)

Deputy SENCO Mrs Keliher (oversight of year 9 & 10)

SEND department coordinator Sharon Roberts

SEND administrator Mrs Phillips

Our Vision

The School is committed to providing all students with full access to a common, balanced and differentiated curriculum regardless of ability or need. As part of this commitment, the SEN Team aims to accurately identify, assess students with special educational needs and provide support strategies to enable staff to meet the needs of these students across the curriculum.

The School accepts the notion that meeting special needs is a whole school responsibility. This means that whilst the Learning Support Team identifies, assesses and provides additional help and support for children with special educational needs, the provision for them is the responsibility of all staff and they are expected to make provision for the learning of all students within their lessons. We are focused on raising the aspirations of and expectations for all pupils with SEN, and we focus on outcomes for children and young people and not just hours of provision/support.

Range of Provisions

As a school we have spent a lot of time training our teachers on how to best adapt their teaching to support SEND students so that they have quality first teaching every lesson. In addition, the SEND department provides LSA support in some lessons and runs a series of interventions. We use Provision Mapping software to track all of our interventions and their impact. Students on the SEN register have a keyworker who will be responsible for completing APDR's and updating student passports as required.

17. Student Hubs

We are lucky enough to have 2 dedicated student hubs that offer additional support to students and the school with;

1. Academic, social and mental health interventions
2. A safe space for some of our more vulnerable students
3. Reintegration work
4. Removal from circulation

There is one for Years 7, 8 and 9, and one for Years 10 & 11. During pastoral interventions and removal from circulation, students may be working in any of the year hubs.

18. Behaviour & Standards

Following feedback from students and staff we undertook a full review of our behaviour management system. We involved students and staff in developing the new plans and have outlined some of the changes below (full details can be found in our Expectations and Behaviour Policy via the school website and we would encourage you to have a look at this).

At the Stanway School, we employ a consequence system to deal with levels of misbehaviour or disruption to lessons. Students will still be given a reminder but we have replaced the 'reset' outside the class with a teacher intervention so that the needs of the student, teacher and class can be met better.

Consequence level in lessons	Points on Arbor
C0 - Informal warning & Information	0
C1 - Formal Warning	-1
C2 - Intervention to prevent further behaviour concerns	-2
C3 - Removal from lesson	-3
C4 - Removal from lessons for Dangerous Behaviour	-4

Following a removal from the classroom (C3), the student will have an hour's detention the following day. During this time, their teacher will have a restorative conversation with them to discuss what caused their removal from the classroom and to ensure a fresh start for the following lesson. Where

it is not possible for the staff member to meet with them, they will at the earliest opportunity before the next lesson.

All whole school after school detentions will now be one hour. Parents will usually be given 24 hours' notice, either by email or telephone if their child is required to attend an after school detention. Parental consent is not required for detentions. If a student fails to attend their detention, they will be automatically placed in a 90 minute detention with SLT the following school day. We appreciate that there are times when a student cannot make their detention day, e.g. due to medical appointments. We want to work with you and be as flexible as we can, we just ask that you contact the year team to discuss this so that we can set an alternative day as if we are not made aware and they do not attend the extended detention will be set.

19. Positive behaviour & Celebration

At the Stanway School, we want to recognise every success and firmly believe that giving rewards and awards raises self-esteem, motivation, and has a positive impact on learning. This may take the form of an encouraging word or a positive comment - such practice is extremely important and helps to create a warm, supportive atmosphere in which pupils thrive; over and above this informal encouragement there are certain formal systems:

Each Lesson

Achievement Points - Used by staff on a day-to-day basis. If a pupil achieves something noteworthy in a lesson or homework task, e.g. excellence, improvement, learning etc., they will be awarded an Achievement Point. Staff are encouraged to let the pupil know either verbally or by recording on the piece of work that one has been awarded. It is expected that staff award at least three different students achievement points each lesson.

Pupils will receive rewards for passing certain thresholds (these will vary for each year group); a Bronze, Silver or Gold award will be given when a student reaches each threshold. These rewards will include communication home, queue jump passes, certificates, postcards and celebration lunches, with gold winners awarded the Stanway Achievement Badge.

Each Half Term

Celebration Rewards Assembly - Led by the HOY, each half term ends with students being recognised for their successes; this will include individual and team successes in and out of school, as well as tutor group and house competitions for attendance and behaviour. Achievement points and subject awards given out with the real focus on recognising each achievement.

Subject Awards - Members of teaching staff nominate students in their classes who meet the different Stanway values. These students are recognised in assembly and students are invited to have a celebration lunch with Dominos pizza for a different value each half term.

HOY/SLT - Celebration Registrations - Students will be invited to attend positive registrations with the HOY or members of SLT to recognise different successes. This criteria will change through the year for different registrations which will include exemplary behaviour, improvement in progress, attendance or behaviour, representing the school and many other categories.

Each Term

At the end of each term an activity or invitation is given to a number of different students who consistently demonstrate the stanway standard. This will include a rewards period at Christmas where students are invited to watch a Christmas film. At Easter students are invited for an extended break and receive free hot chocolate and chocolate treats. In the summer term students are invited

on an end of year trip which vary for different year groups, whilst year 7 go to Danbury Camp other year groups enjoy an Inflatable fun day, Southend Adventure Park and Thorpe Park.

Headteacher's Commendations - These are awarded termly to pupils on the basis that they have excelled in one way or another (e.g. attitude, improvement, attainment, research etc.) Certificates are presented by the Headteacher in an end of term assembly.

Each Year

Awards Evening - The Stanway School Awards Evening is held at the end of each academic year to reward academic achievement and progress, as well as positive engagement with extra-curricular activities.

The Five strands of the Stanway Standard incorporate the following values:

Considerate: we are a community where each member is valued and success is celebrated

Responsible: we are each responsible for our words and actions towards each other and our environment

Proud: we are proud to be part of the Stanway community and take pride in the quality of our work, our achievements and our uniform;

Respectful: we treat every member of our community with the respect we wish to be shown to ourselves;

Determined: we show resilience through challenges and aspire to be the best we can be.

When our Students show commitment to the values of The Stanway Standard, they are awarded with our Stanway Standard Awards.



The One Stripe Award

Typically Awarded to students in Year 7. Applications are also encouraged from students in the older Year groups and it is considered that ALL students will have an opportunity to achieve this Award. ***"Awarded to students who have clearly demonstrated the values of the Stanway Standard throughout their time at the school."***



The Two Stripe Award

Typically Awarded during Year 8. ***"Awarded to students who have consistently demonstrated and promoted the values of the Stanway Standard both in the school and local community."***



The Three Stripe Award

Typically Awarded during Year 9 and 10. ***"Awarded to students who have consistently demonstrated and promoted the values of the Stanway Standard both in the school and local community, whilst also acting as a leader amongst their peers."***

Random Act of Kindness Shop (R.A.K)

At Stanway we actively encourage our students to be kind to others. This can be offering to help a member of staff carry books, waiting to hold a door open for someone, picking up litter to help keep the site clean, helping in a medical situation or supporting another student if they need help. The list is endless and kindness costs nothing but brings great reward. Our R.A.K shop is run by our student leadership team. Throughout the year students who demonstrate 'random acts of kindness' will

receive staff signatures in their pocket books. These can then be used like a loyalty card to trade in for rewards from our R.A.K shop. The more signatures they receive the more rewarding the prize.

20. Student Voice

We value student views and seek to include them in many areas of the school. Each half term, departments conduct student voice activities, these are in addition to the wholeschool surveys that take place. We have a proactive school council and student leadership team at Stanway and every student can feed their views, ideas or concerns via their form representatives or directly to the head student team, who will bring this to the attention of the school's senior leadership team. In the summer term, we have our Annual Student Conference. During these weeks, student voice activities take place across the school, with staff and with the Student Leadership Team who run the event. From this we have made significant changes over the last few years as our students have come up with some brilliant ideas of how to improve things.

The focus for 2021-22 was 'Sexual Harassment and Lessons', the 2022-23 theme was focused on 'Behaviour', and last year was 'Belonging'.

21. Student Leadership Years 7 to 11

During your time at the Stanway School you have the opportunity to apply for various leadership roles to make a real difference in the community. You are able to get involved as soon as you start at the school:

Each form group will appoint 1 form captain, 2 inter house captains, and 1 wellbeing monitor. The jobs of each of these students are as follows:

Year 10 and Year 11

The impact you can have on the school community expands even more as you hit Year 10. You are now given the opportunity to apply to be a Year 10 Prefect, and be part of a working group that plans and actions awesome ideas to make real change in the school. The application and interview process is similar to that of a Year 9 Junior Prefect, but a little more challenging to further develop your skills. Last year, Year 10 Prefects supported with the following roles:

1. Student welfare prefect:
 - a. Attended and supported with running of the Beehive.
 - b. Met regularly with key staff to discuss whole school personal development issues and develop/implement an action plan for key issues.
2. Student voice prefect:
 - a. Ran the annual student voice conference to get views of a large group of students about our school.
 - b. Implemented actions from the student voice conference to improve our school.
 - c. Reviewed and adapted the current school council structure to make it more meaningful moving forward.
3. Community prefect:
 - a. Acted as student leaders for each House, supporting annual House competitions.

- b. Worked with Mr Reedman/House Leaders to develop and sustain the House system and spirit.
- 4. Sporting excellence prefect:
 - a. Supported with coaching of sports clubs for younger students.
 - b. Created & ran one health & fitness campaign or sporting charity event throughout the year.
- 5. Academic excellence prefect:
 - a. Acted as a Reading Champion by reading once per week with Year 8 students who had low reading ages as identified by staff.
 - b. Developed ways to support English and Maths for students with gaps in knowledge and skills.

Head Student Team

The last step on your leadership journey at the Stanway School is to apply to become a member of the Head Student Team. You have to be a Year 10 prefect who has demonstrated an immense commitment to the school, and someone who has a clear vision for improving a certain aspect of the school. Essentially, you will be the student face of the school - is this a challenge you'd love to have? Last year, the Head Student Team did the following roles:

1. Continued to complete assigned prefect duties as part of their working group.
2. Each student was assigned to support other aspects of the student leadership structure with key members of staff.
3. Wrote and monitored student school improvement plan (SSIP) and met with the Headteacher at least termly.
4. Attended school council meetings where required.
5. Supported the Headteacher with whole school events.
6. Embodied the Stanway Standard and modelled to prefect team, peers, and younger students.

The Year and School Council

The Student Voice prefects, as well as last year's school council representatives, played a huge role in completely overhauling the School Council at the Stanway School.

In February 2024, we held our first ever School Council election campaigns, which led to the election of 2 School Council representatives for Year 8, Year 9 and Year 10. This was an awesome opportunity for the students involved, and a positive experience for the entire school community.

Form captains from each form group are required to attend a Year Council meeting every half term. The 6 elected school council representatives from Year 8, Year 9, and Year 10 visit forms or hold whole school clinics to get agenda items to discuss. After discussion at the Year Council meeting, 2 agenda items are then taken forward to the School Council meeting that closely follows.

The School Council meetings have undergone a huge change. These take place every half term, and are representative of our whole school and local community. The School Council meeting includes:

- 2 form captains from Year 7 forms on a rolling, rotation basis.
- The 2 elected Year 8 School Council representatives.
- The 2 elected Year 9 School Council representatives.

- The 2 elected Year 10 School Council representatives.
- 2 members of the Head Student Team who chair and take minutes for the meeting.
- Mr MacPhail - Senior Progress Leader in charge of student leadership.
- One of the Executive Headteacher or Head of School.
- Another member of the staff senior leadership team.
- A community representative.
- A parent representative.
- A governor representative.

At the School Council meetings, the 2 brought-forward Year Council agenda items from each year group are discussed, as well as other whole school issues, and 1 agenda item from each of the external representatives.

The School Council last year already had a huge impact on the community by getting new water coolers for students, new TVs to display school news, offering money to prospective clubs for new resources and supporting with pastoral interventions, such as Boxercise clubs.

We hope that moving forward our School Council can have a long lasting, significant impact on our school and local community! We look forward to you getting involved!

21. How to contact us

At The Stanway School, we understand that it is your children; our students who will be the beneficiaries of a cooperative and trusting relationship between our staff and parents/carers. We fully abide by the values of our Stanway Standard – **Considerate, Determined, Proud, Respectful** and **Responsible** – as such, we ask that before you make contact with a member of staff that you are respectful during your meeting, conversation or email and considerate of the person receiving your communication.

To email a class teacher at The Stanway school, please use our standard formula:

forename.surname@stanway.school (For example, to contact Mr A Teacher, the email address would be:- any.teacher@stanway.school)

We always try to work with parents and the vast majority of concerns, queries and complaints are resolved through the above channels of communication however if this does not happen then a member of the Senior Leadership Team will seek to resolve the issue. There is a summary table below which may be useful in terms of whom to address concerns and complaints in what order:

Issue/Concern	Who to Contact
<ul style="list-style-type: none"> - Concerns about a lesson - Learning in a subject - Pupil progress in a subject 	Subject teacher
<ul style="list-style-type: none"> - Subject area Policy - Set changes - Exam specific questions - Persistent subject concerns 	Head of Department
<ul style="list-style-type: none"> - Tutor group issues - Concerns about relationships - Uniform 	Form Tutor
<ul style="list-style-type: none"> - Persistent Absence - Concerns at home - Persistent concerns outside of lessons 	Head of Year
<ul style="list-style-type: none"> - SEN support or inclusion - One plans and EHCPs 	SENCO
<ul style="list-style-type: none"> - Lunch Cards - Bus Passes - ParentPay Accounts - Free School Meals - Attendance concerns - Lost property 	Student Services

To report forms of bullying, racial, sexual, religious or any other type of intolerance or concern, please fill in the form linked [here](#).

22. Official Examination Procedures – including Mock Exams

PLEASE READ CAREFULLY

The Joint Council for Qualifications (JCQ) gives schools strict guidance on how all examinations for all exam boards should be conducted. Both the school and candidates (our students) must follow these, failure to do so could result in students being disqualified. For this reason we will need to make the examination procedures clear to all stakeholders.

These rules apply to both Mock Examinations and the Public Examinations in the Summer Term.

- **Students must attend and be on time for all examinations.**
 - *Like the main examinations, attendance during Mock Exams is vital, if your son or daughter is unwell we will do our best to accommodate their needs during the exam. Dr's notes will be needed if they are too unwell to come into school.*
- **Students must be in full school uniform for all examinations**
- **Students need to line up in exam order, in silence** ready for the official register to be taken. (these details will be on their exam timetables).
- **All electronic devices** (including phones and smart watches) **need to be turned off and places in bags NOT in their pockets.**

- o Having a phone on them in the exam room, even if turned off can result in their disqualification from that paper or all papers in that exam board. (see JCQ poster below)
- **When in the exam room, students should not talk or attempt to communicate with or disturb other candidates.**
 - o This can include turning around in their seats, making silly noises or moving their chairs around.
- **Students must follow the instructions of the invigilator.**
- **Students are encouraged to bring in bottles of water, but all labels must be removed.**
- **Equipment must be stored in clear pencil cases or transparent bags.**
- **Students must not have any markings written on them.**

Mock Examinations

Students will have assessments throughout year 11 in class; however, they will also be given the opportunity to complete full papers, in exam conditions. Mock exams will take place in November and March.

Although the Mock Examinations are not the real GCSE's, they are important in informing staff of necessary interventions needed in the final few months to ensure students are fully prepared for the Summer exams. They are also vital in giving students a true sense of what the summer examinations will be like and to help them know how they will perform under exam pressure.



**NO IPODS, MOBILE PHONES
MP3/4 PLAYERS
SMARTWATCHES**

**NO POTENTIAL TECHNOLOGICAL/WEB
ENABLED SOURCES OF INFORMATION**

Possession of unauthorised items, such as a mobile phone, is a serious offence and could result in

DISQUALIFICATION
from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.

23. Top Ten Revision Tips

1. Short bursts of revision (20-40 minutes) are most effective. Your concentration lapses after about an hour and you need to take a short break (5-10 minutes).

2. Find a quiet place to revise your bedroom, school, the library and refuse to be interrupted or distracted.

3. Make sure you don't just revise the subjects and topics you like. Work on your weaker ones as well.

4. Make your own revision notes because you will remember what you have written down more easily. Stick key notes to cupboards or doors so you see them everyday.

5. Rewrite the key points of your revision notes; read them out loud to yourself. We remember more than twice as much of what we say aloud than of what we merely read.

6. Use different techniques. Make your own learning maps, use post it notes to write key words on, create flash cards. Ask friends and family to test you. Use highlighter pens to mark important points.

7. Practise on past exam papers or revision tests available on the web. Initially do one section at a time and progress to doing an entire paper against the clock.

8. You will need help at some stage, ask parents, older brothers and sisters, teachers or friends. Use websites or apps specifically designed for revision.

9. **Don't get stressed out!** Eat properly and get lots of sleep!

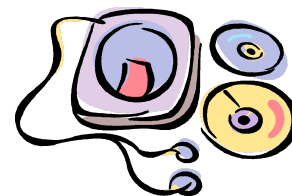
10. **Believe in yourself and be positive.** If you think you can succeed you will; if you convince yourself that you will fail, that's what will probably happen.



24. Getting Started on Revision

Where?

Find a fixed place to study (a particular desk/room at home, a spot in the library, etc.) that becomes firmly associated in your mind with productive work. All the equipment and materials you need should be within reach, and the room should be well lit and ventilated, but not too comfortable! Turn your room into a positive learning environment. Keep books and notes on the desk to a minimum and decorate your walls with colourful notes and key facts. Music is fine as long as it helps you to study and blocks out distracting noises.



What?

Remember that it's all about being active and *focused on tasks, not time!* Know at the start of a session what you want to have completed by the end of the period. Make the tasks specific and realistic, not vague and large.

How?

Always work with a pen and paper at the ready. Getting started is often the most difficult bit, so start by 'doing'. It usually helps to begin with a subject you like, move on to other less favoured areas, and then finish up with a favoured topic to maintain the interest.

When?

Try to schedule your study for times when you are more mentally alert. Most people find their ability to focus deteriorates towards the end of the day. Getting revision done earlier in the day aids efficiency and also offers the reward of having time to relax after the work is done.

Why?

Test your progress at the end of a study session. Ask yourself "what have I just learned?" Review the material covered in your revision session. Merely recognising material isn't enough - you must be able to

Game Changing Support!

1. Link to the How to Revise resources on the school website.

<https://stanway.essex.sch.uk/how-to-revise/>

2. Revision timetabling and topic lists resources.

- Presentation going through how to create a revision timetable and use PLCs:
https://docs.google.com/presentation/d/1hnUa_ViAEXhV1oZ7eL65MOubUqZ8MFNWrJDjHGeEdm8/edit?usp=sharing
- Planning for revision questionnaire:
https://docs.google.com/document/d/1SdEzH9egaKi8lf6mzeg94npztzKgprR4cis5N1m-_Hs/edit?usp=sharing
- Online revision timetable template:
<https://docs.google.com/spreadsheets/d/1Ay1A3LhZgbVn72NMXYGQrGBdPstt9KOnaLwviy86RZw/edit?usp=sharing>
- Folders with all the PLCs (topic lists) for GCSE subjects (let us know if you need any others):
<https://drive.google.com/drive/folders/1cKQPPXKgoultY9TBA7xUm-C0IPYhrhCH?usp=sharing>

25. Revision: DO's and DON'Ts

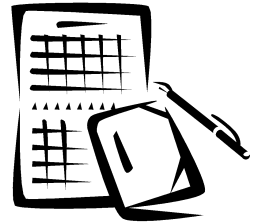
DO

1. Make a list of all the topics you need to revise:

Each subject that you are studying can be broken down into its constituent parts, with main sections, sub-topics and supporting details. A very useful start is to list out all the topics on the course according to this hierarchy and use this as a 'revision checklist' for the subject. Tick topics off as you've learnt them.

2. Create a realistic schedule.

Block the waking part of each day into three portions. Allow yourself one portion a day off and allocate subjects and topics to the remaining two. Put the schedule on display so that your family can see when you are available. It will also reassure your parents that you are in control.



3. Plan ahead by working backwards

By using revision checklists in your various subjects, you should know what quantity of material has to be covered over the coming months. Start from the final date (end of June) and divide your revision up week by week, allowing some flexibility for unforeseen delays. Surprise yourself by being ready in time! Use the timetables and other sheets you have been given.



4. Revise using your preferred learning style.

Have you tried..... mindmaps, diagrams, colour, mnemonics, recording yourself and listening back to it, rewriting your favourite song using your revision notes for a topic as the words, walking round (Great for kinaesthetic learners – try read out the positive effects of X standing on the left hand side of the room and negative effects on the right hand side).

DON'T

Just keep going! The body and the mind need regular 'time-outs'. When you are tired, concentration is more difficult, you get distracted much easier and learning and memorisation is less effective. There comes a point in an evening study session when it is counter-productive to stay at the desk - nothing is going in and you are only tiring yourself further. Use breaks effectively, particularly after completing a task.

26. Dealing With Distractions

- *"I just start daydreaming"*

Become an active learner. Always work with a pen and paper. Focus on a specific task, not a specified time for your study.

- *"I can't focus because I'm anxious about the exams"*

Try to limit yourself to your immediate concerns, the things you have some control over (preparation for the upcoming revision test) rather than the things you cannot determine (like what questions the examiners will choose for this year's English Lit paper.)

- *"I often fall asleep when I'm supposed to be studying"*

Try to get to bed on time over the coming weeks. A tired brain is very unproductive. Get some genuine rest at the weekend. Be sure to get regular exercise, even just a walk around the block at night to clear your head.

- *"I'm constantly interrupted by other people"*

Study in the location most likely to offer peace and quiet. Ask for consideration from family members over the final run up to exams. Never have a TV, phone, computer game, or music system within arm's reach while you are trying to work. Make a rule of not taking phone calls within certain defined periods.

- *"I keep thinking of other things while I'm studying"*

Divide the study session into smaller, short-range goals which demand your full attention e.g. vocabulary or poetry test. Keep a 'reminder pad' beside you, a little notebook to jot down something that strikes you (someone to call, a job to do, etc.) and deal with it after the study period. Having made a note of it, you can more easily re-focus on your work.



27. How should I revise?

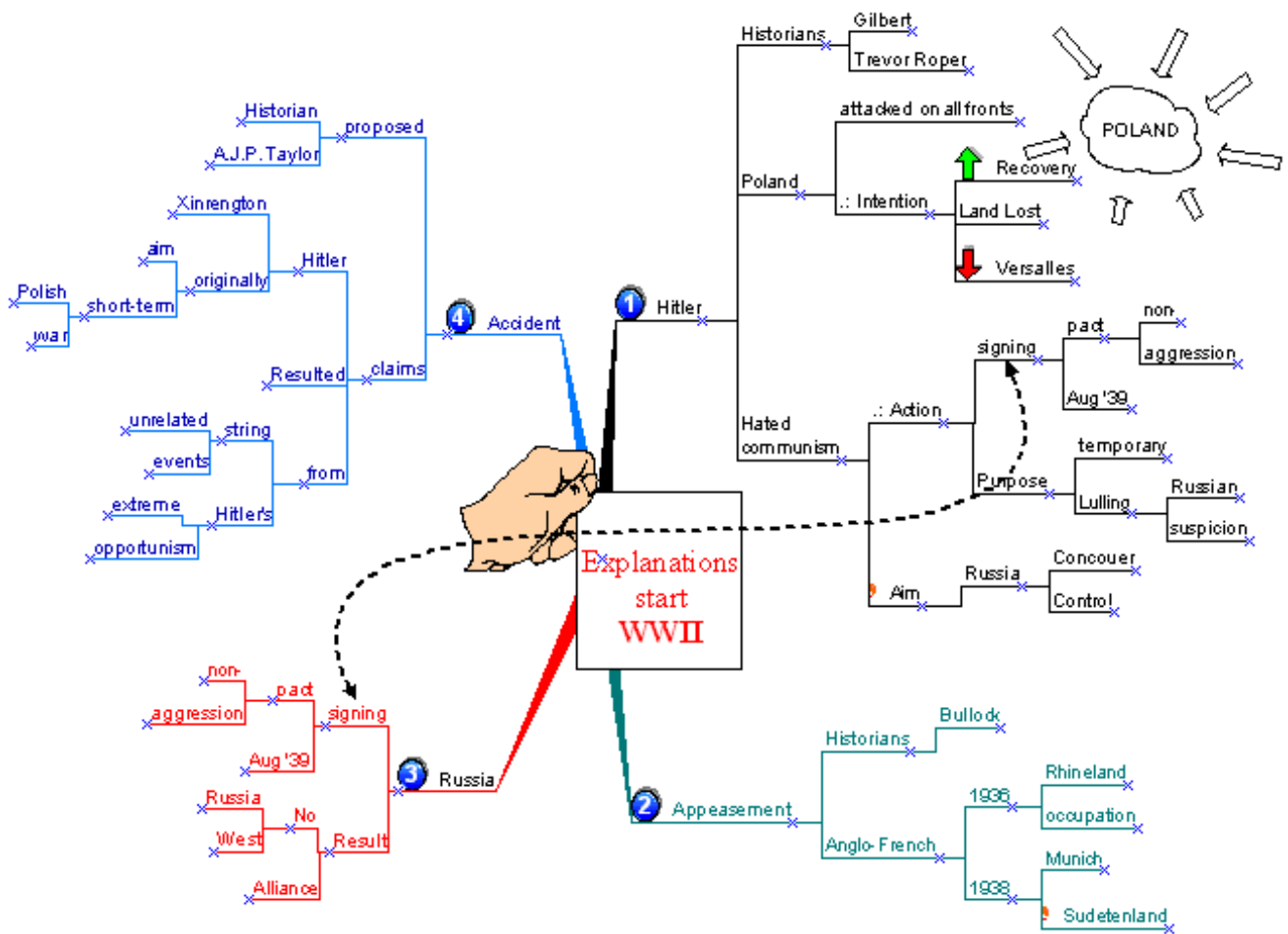
A: MIND MAPS: Make mindmaps or association maps rather than taking linear notes. Mapping your notes by radiating key words out in a pattern of links from a central point will make best use of your memory. If you use colour and images on the maps, you'll be harnessing the power of both sides of your brain – creative and logical.

How to mind map:

1. Start with the theme in the middle of the page.
2. Then develop your main idea.
3. Each branch must relate to the branch before it.
4. Use only key words and images.
5. Key words must be written along the branches.
6. Printing your key words makes them more memorable.
7. Use highlighters and coloured markers to colour code branches.
8. Make things stand out on the page so they stand out in your mind. (This doesn't show up well on a black and white photocopied booklet! You should use a different colour for each main branch and all its sub-branches)
9. Brainstorm ideas. Be creative.
10. Design images you can relate to which will help you remember key information.

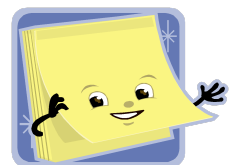


Mind maps can be mostly text but they will be most effective when images and colour are used alongside them.



B: Read intelligently. Spend five minutes flipping through a book or your notes looking at headings and summaries. Then attempt to mind map what you have spotted and what you can remember.

C: Use cards. Write questions on one side and answers on the other. Then get your family to test you. Merely creating the cards will help your recall. You can also use them to test yourself when faced with 'dead' time at bus stops or waiting for someone.



D: Physical learning: **Use the environment** Use a different room for each subject.

- Notice aspects of the environment such as the light or feel of the room - how do you feel in that place?
- Attach your notes to the furniture. Notice their location.
- Associate a different location with each subject. Associate furniture, windows, plants and ornaments with particular topics.

Using your clothes

- Associate items of clothing with topics in your learning - a shoe could represent one aspect of foreign policy; each button on a shirt could represent a quotation. Clothes with patterns, pockets and buttons are especially useful.

Using the parts of your body

- Parts of your body are especially helpful as triggers to memory, as your body will be there in the exam room! For example, each hand could represent an essay plan – each finger one

major topic; each segment of each finger a principal reference you would use. The fingernails could represent counterarguments; the knuckles could be associated with relevant quotations.

Use motor memory

- Study on the move. If you exercise, associate each movement with something you wish to remember. To refresh the memory, go through the exercise in your mind.
- Writing, drawing and speaking also use motor memory: the fine-muscle sequence is recorded by the brain.

E: Condense. Fitting notes onto one side of paper, rewrite and cut down as you go.

F: Highlight. Target key areas using colours and symbols. Visuals help you remember the facts.

G: Record. Try putting important points, quotes and formulae on tape. If you hear them and read them, they are more likely to sink in.

H: Talk. Read your notes aloud, it is one way of getting them to register.

I: Test. See what you can remember without notes, but avoid testing yourself on subjects you know already. Why not ask someone else to test you?

J: Time. Do past exam papers against the clock; it is an excellent way of getting up to speed and of checking where there are gaps in your knowledge.

28. Reading Better and Faster

Most students, when faced with a textbook or chapter to study, will 'start at the beginning, read through at the same pace until the end, then stop and put the book away'. This passive approach is a most inefficient way to learn, as it can take longer and leave you bogged down in detail, with no overall grasp of the subject matter. By adopting a more *active* approach to reading, you can begin to read better and faster within a very short space of time. The **PQ2R** method has proved to be most successful in this regard. Try it for the remaining weeks of term and see the benefits.

P = Preview

Begin your reading task with a quick skim (2-3 minutes) of the text, trying to get an overview of the chapter or text. Look for section headings, illustrative charts and diagrams, signposts or key words. Don't start highlighting text at this point.

Q = Question

This is the key to active learning. Look for answers to the basic questions of "Who?", "What?", "Where?", "Why?" and "When?" Identify the main theme or learning point of the particular text.

R = Read

Now read the chapter carefully, with these questions in mind. Your mind will be actively looking for answers as you read. Work with a pen and paper, make brief summary notes, look for 'topic sentences' that summarise the most important point in a paragraph or section and highlight them, if necessary. Vary your reading speed - move quickly over lighter, less important material and slow down when you come to a difficult section.

R = Review

Always check your understanding of the material by reviewing and testing your recall before putting the text away. Look at the notes you have taken and check that they answer your initial questions. Summarise your findings from this study session.

29. Making Your Notes Useful

The purpose of making summary notes on a topic or section is to aid your overall understanding of material, to help you distinguish between what is really important information (*depth*) and what is merely supporting *detail*. Reference to the main syllabus topics will help the process of discernment within each subject.

In addition, good summary notes make retrieval of information quicker and easier.

- **Sort out your filing system**

- If you haven't already done so, get your subject folders and notes organised immediately. Invest in some ring binders, dividers, plastic pockets, etc. Have a separate folder for each subject (a permanent reference point) and then keep a 'current folder' for managing notes in progress.

- **Less is always more**

- When writing notes, remember they should contain a summary, not an extensive repetition of what is in the textbook. Don't crowd the page. Stick to main headings and sub-headings. Use abbreviations where appropriate. Try to reduce what you need to know on the topic down to one A4 sheet. Once you have an overview, it is easier to fill out the detail.

- **Make your notes visual**

- Ensure your notes have a memorable appearance so that you can recall them easily. Use illustrations, diagrams, graphs, colours, and boxes ('a picture is worth a thousand words'). Arrange the material in a logical hierarchy (title, sub-point, explanation, example). Ideally, you should be able to close your eyes in an exam and visualise a particular page of notes.

- **Beware of transcribing and highlighting!**

- Merely re-writing the text from the book into your notes does not ensure retention. Try to put things in your own words and devise your own examples - this will make the material more meaningful. Only use the highlighter pen AFTER you have previewed and questioned a text, thus ensuring you identify the most important material and you avoid the creation of a fluorescent textbook!

- **'Save' your notes carefully**

- Practice following the logic of your computer files, when storing information. Think - "Where does this material best fit (subject, section, topic, sub-topic, etc.)?" In this way, you will ensure that it is efficiently processed and easily retrieved both physically (during revision) and mentally (when you need it in an exam).

30. Improving Memory

We often blame our memory for poor academic performance ("I'm no good at remembering names / dates / rules / verbs / characteristics") when really we should be addressing our faulty input and storage system. There is a big difference between short-term and long-term memory. If you study a topic one night and can recall most of it the next morning, do not be fooled into thinking that you will be able to remember it accurately in two months' time.

If the goal is to improve your long-term memory, then the key to success is based on the efficiency of input (the 'mental filing system' we employ). Reducing the burden on the limited short-term memory, and channelling information into long-term storage, is based on the creation of patterns and the avoidance of randomness.

'Chunking': as the average person can only hold seven 'items' in short-term memory, grouping items together into 'chunks' can increase capacity. This is generally used for remembering numbers (think of how you remember phone numbers by grouping the seven digits into 2 or 3 chunks) but can be applied to other listings in various subjects.

Repetition: Studies indicate that 66% of material is forgotten within seven days if it is not reviewed or recited again by the student, and 88% is gone after six weeks. Don't make life harder for yourself - build in a brief daily and weekly review of material covered. It will save you having to re-learn material from scratch! Quick quizzes are great for this.

Application and association: The best way to channel material to long-term memory is to organise it into meaningful associations. Link it to existing information and topics and create vivid personal examples which act as 'mental hooks' or 'cues' for recalling material in the future. Thus, new items are put in context. If you learn a new formula / verb / rule, try to put it into practice immediately with a relevant example.

Use of mnemonics: these are various word games which can act as memory aids and which allow personalisation and creativity. Think of *stalagtites* (come down from the ceiling) and *stalagmites* (go up from the ground); the colours of the rainbow - **Roy G. Biv** ('Richard Of York Gave Battle In Vain' to remember red, orange, yellow, green, blue, indigo, violet); the seven characteristics of living organisms - **Mr. Grief** (**M**ovement, **R**eproduction, **G**rowth, **R**espiration, **I**rritability, **E**xcretion, **F**eeding). You can devise many more of these to aid your personalised recall of items in your subjects.

- Looking over a topic every now and then will help to keep it in the memory, taking away the need to cram before exams.
- Make a summary of the work and look over it ten minutes later, the next day, the next week and then the next month for a few minutes each time. This reinforces the knowledge learned.
- Understanding increases as time spent studying passes. However, the ability to recall things being memorised becomes progressively less efficient as time passes in a study session.
- 20 minutes is needed for the mind to get into the rhythm of and flow of the material. Any more than 40 minutes spent memorising means that memory declines to a point where it is no longer valuable.
- The answer in revision lessons therefore is to do 30 minutes with a 5-minute stretch break and then review the topic.

After a one hour memorising session:

10 minutes later revise the topic for 10 minutes

1 day later revise the topic for 5 minutes

1 week later revise the topic for 2-5 minutes

1 month later revise the topic for 2-5 minutes

Before exams revise the topic as required.

Each time knowledge is reinforced; it enters deeper into the long-term memory and becomes more stable.

31. Practising Output

To prepare for an exam, ***you must practice doing what the exam requires you to do; giving out information, not taking it in!*** This applies to regular class tests as well as the final exams.

Prior to May, you will probably have had the benefit of many class tests and some modular exams where the GCSE conditions are simulated for your benefit – you can learn a lot by reflecting honestly on your performance in these tests. You also have the benefit of a wealth of freely available information about the exams. Past exam papers, marking schemes, study guides and examiners reports are all there to be used.

Make use of past papers

These should be your constant companion in all revision tasks. For each topic you revise, consult the past questions on this subject and then attempt answers to them. Check your answers, fill in the 'knowledge gaps' where necessary, and file away the correct 'model answer' in your notes for future reference. You will also start to notice any trends in the questions asked.

Follow the marks

Marking schemes are an invaluable aid to exam preparation (available online from DfES, AQA, etc). You can see how the marks are allocated for each question on the paper and what quantity or style of answer is required in each case. This knowledge will greatly inform your revision work and helps to remove the mystique of the exam.

Try a dress rehearsal

Each exam paper contains its own particular structure and challenge, with varying emphasis on answering style and depth. While much of your ongoing revision will be based on individual topics and questions, it is a very useful exercise to tackle an exam paper in its totality (at least once before May). It forces you to consider your strategy – the questions you will want to attempt or avoid, the issues of timing, the number of points you will need to make in each part of a question. Having performed this exercise a couple of times, your confidence levels rise as you fix on your strategy for the exam and realise that there can't be any major surprises for you in May/June.

32. The Examiner's View

You can largely determine the end result by simply heeding the voice of experience. The job of examiners is to give you marks, not to take them away, but they are powerless to help you if you fall into the most common traps. These are the **biggest pitfalls** they have identified:

Not reading the paper correctly

Examiners say that this is one of the most regular and fatal errors. They call it the '*triggered answer*'. You have your pre-prepared answer ready but you don't look at the exact terms of the question and therefore supply the wrong information in your answer.

Not finishing the paper

Mismanaging your time within the exam can easily cost you a full grade. The biggest exam 'crime' is to leave questions incomplete. **Remember: it is much easier to get the first 20% of the marks for any question than the last 5%.** Therefore, if you find yourself stuck for time as you struggle through your third answer out of five, do not spend your remaining time extending and perfecting that answer. Instead, move on to questions four and five, even if your attempt is sketched or in point form. If you have answered only three questions instead of five, the highest mark you can get is 60%.

Ignoring the marking scheme

You must take the marking scheme into account when you allocate time to each question or part of a question. If the marks allotted to a question clearly indicate that a few paragraphs are sufficient, do not write an essay on the subject. Avoid the temptation of writing everything you know about a topic – just give the appropriate amount of information.

Repetition

Make the point once. There are no extra marks for restating facts, even if you phrase them differently. Examiners say repetition is a very common mistake. It is also a time-waster and an irritant.

Missing part of a question

Sometimes, part of a question can be carried onto the next page and, in the pressure of the moment, you don't see it. As a consequence you might fail to do a compulsory part of a question or miss out on the chance to take an option that would have suited you better. Always take time to familiarise yourself with the whole paper before you start answering it.

Irrelevant quotations

In literary subjects, don't use irrelevant quotations you may have learned off, as it only irritates the examiner.

Rough work

Include your rough work with your exam script – you might get some credit for formulae or calculations contained therein.

33. Performing on the Day

Get a good night's sleep

While the temptation is to stay up half the night 'cramming' in more facts and figures, the evidence suggests this approach is counter-productive. In the context of a two-year course, an extra night's studying can make very little difference to your knowledge. However, having a mind that is refreshed, alert, and ready to respond to circumstances will obviously be of far greater benefit.



Allow your brain time to wake up

Have a shower, eat breakfast – take a banana with you.

Arrive in plenty of time

To perform well on the day, you need to be relaxed and to feel in control of the situation. This is difficult to achieve if you have missed breakfast and are stuck on a bus in traffic or standing on a train for 45 minutes as the exam time approaches. You will need about 15 minutes 'quiet time' to mentally rehearse your exam and run through your 'game plan'.

Have your equipment ready

Each exam has its own requirements. Apart from properly functioning pens, pencils, rulers, etc, you may need a calculator for the Maths or Science exam. Drawing pencils may be required for diagrams in some subjects. Take a pen you enjoy writing with, take 2.

Think positive

On the day of the exam, remind yourself of the good things (the material you know well, the revision you have completed, all the past exam questions done, the good grades achieved) rather than dwelling on areas of weakness. Having that self-belief will give you the confidence to trust your judgement within the exam hall.

Maintain your focus

There can be a lot of tension, drama, and hysteria in the air on the days of an exam. You want to keep the balance between maintaining your focus and interacting normally with your friends. Try finding a quiet spot *far from the madding crowd* to 'warm-up' before each exam and 'warm-down' afterwards. Surround yourself with people who are likely to add to the calm rather than stress.

Beware of post-exam analysis

Don't worry about the exam when you have finished it, you will just get more confused and disheartened. You can't change what has happened, you can only focus on the present.

34. Parents Advice

The evening before the exam (parents)

- Don't add to the stress by "rising to the bait" when they push boundaries. Shelve the battles that don't need winning just yet.
- Help them prepare – talk to them about when it starts, how long it lasts, what topics may come up.
- Make sure they get a good night's sleep and eat in the morning.

During the exam

- It's natural to be nervous, it actually helps the brain by giving it the extra adrenaline it needs to make the final effort.
- If your mind goes blank, don't worry. Look at the question again, write down some notes – it will get your brain ticking over again.
- Don't start writing until you have read the instructions – think about how you have been taught to answer a question like that
- Keep to the correct time for each question.
- Check over your answers especially any with additional SPAG marks, this can make the difference to your grade.

35. Top Tips on Exam Strategy

Success in exams involves two ingredients - having a thorough knowledge of the subject matter AND making the most of your knowledge in the exam through effective answering technique. Two students with identical knowledge and attainment levels can sit the same exam and their final grades can differ by as much as 25%. The difference is down to having an effective strategy and exam technique.



Here are five golden rules to apply to all your GCSE papers:

Allow time to read the paper carefully

The importance of reading the paper carefully and choosing your questions wisely cannot be emphasised enough at this stage. The natural inclination is always to start writing immediately and launch into a favoured topic. Resist the urge. Take your time. Be smart and size-up the paper before answering.

Stick to your game plan

An overall strategy should have emerged from your revision and exam preparation in each subject. This covers the areas you will tackle, the topics you will avoid if they appear on the paper, the sequence in which you will tackle the various sections, the style of answering you will employ in each subject, the amount of time you will allocate to answering each section. In some cases, this plan will work like a dream but there will always be surprises to deal with in some papers. Don't get flustered. Stick to your game plan, trust your judgement, and move on.

Sweep up any mistakes

In the pressure of the exam hall, it is easy to make elementary errors. These will sometimes have the potential to lose you a lot of valuable marks. Misreading the instruction on a question can render an entire answer invalid. You might have known the correct answer, but you didn't put it down. A simple miscalculation can lose you valuable time as you try to figure out the balancing item. Be disciplined with your time. Always leave a few minutes at the end to tidy-up errors. Simply changing a definition / formula / calculation at this stage could be the difference between a good and an average grade.

Attempt all questions

It is amazing how many exam scripts are handed in unfinished. Every year, capable students who just didn't get time to finish the paper lose easy marks. Don't fall into this trap. Work on the basis that you will get an answer written for the required number of questions. Remember that it is much easier to get the first 20% of the marks for any question than the final 5%. You can always polish an answer further but, if there is no attempt made at part of a question, the examiner can't give you any marks. BUT if the instructions on the front of the paper tell you to answer a certain number of questions – stick to this - don't answer too many!

36. Key Terms Used in Exam Questions

Account for Explain the process or reason for something being the way it is.	Discuss Explore the subject by looking at its advantages and disadvantages (i.e. for and against). Attempt to come to some sort of judgement.
Analyse Explore the main ideas of the subject, show they are important and how they are related.	Distinguish Explain the difference.
Calculate Find out using mathematics.	Enumerate Make a list of the points under discussion.
Comment on Discuss the subject, explain it and give an opinion on it.	Estimate Guess the amount or value.
Compare Show the similarities (but you can also point out the differences).	Explain Describe, giving reasons and causes.
Complete Finish off.	Express Put the ideas into words.
Conclude Decide after reasoning something out.	Evaluate Give an opinion by exploring the good and bad points. It's a bit like asking you to assess something. Attempt to support your argument with expert opinion.
Concise Short and brief.	Factors The fact or circumstances that contribute to a result.
Contrast Show the differences ~ compare and contrast questions are very common in exams – they want you to say how something is similar and how it may be different too.	Give an account of Describe.
Criticise Analyse and then make a judgement or give an opinion. You could show both the good and bad points. You could refer to an expert's opinion within this question.	Give reasons for Use words like because in your answer as you will be explaining how or why something is that way.
Define Give the meaning. This should be short.	Identify Recognise, prove something as being certain.
Describe Give a detailed account.	Illustrate Show by explaining and giving examples.
Differentiate Explore and explain the difference.	Indicate Point out, make something known.
Interpret Explain the meaning by using examples and opinions.	Relate Show the connection between things.
Justify Give a good reason for offering an opinion.	State Write briefly the main points.
List An item-by-item record of relevant images. This would normally be in note form without any need to be descriptive.	Summarise Give the main points of an idea or argument. Leave out unnecessary details that could cloud the issue.

<p>Outline Concentrate on the main bits of the topic or item. Ignore the minor detail.</p>	<p>Trace Show how something has developed from beginning to end.</p>
<p>Prove Give real evidence, not opinion, which proves an argument and shows it to be true.</p>	

37. Answering Exam Questions

1. Scan **all** the questions. **ONLY ANSWER THE ONES YOU HAVE STUDIED**
2. Mark all the questions you could answer.
3. Read these questions carefully.
4. Choose the correct number of questions in each section.
5. Decide on an order: **best answers first**.
6. Divide up your time, allowing more time for the questions with the most marks.
7. Underline the key words in the question.
8. Plan your answer.
9. Stick to the point of the question.
10. Write your answer.
11. Use the plan at every stage – e.g. every paragraph.
12. Check your answer against the plan. Look out for mistakes.
13. If you have time, re-read the questions and your answers and make any necessary corrections.



38. Healthy Mind and Body

Healthy Body = Healthy Mind

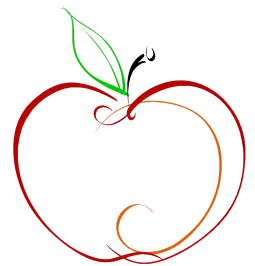
Food for thought

Eating a variety of healthy foods doesn't just give your body a boost, it also benefits your brain cells. Skipping meals may well give you extra cramming time, but it can also leave you hungry and unable to concentrate. So, eat regularly and sensibly. Think wholemeal sandwiches and fruit, rather than cakes and biscuits!



Brain Fuel

- Bread, pasta, cereals and potatoes are filling and packed with starchy carbohydrates, which release energy slowly, meaning you can keep going for longer.
- Fruit and vegetables give you essential vitamins and minerals. Aim for at least five portions a day.
- Food like pasties, chips and crisps are high in fat. Unless you want to emerge from your room looking like Jabba the Hut, keep them for treats.
- Drink plenty of fluids. Dehydrated brains don't think clearly and water is healthier than sweet, fizzy drinks.
- Meat, fish, pulses, milk and dairy foods are good sources of protein. Moderate amounts are essential for a healthy diet.
- Make sure you eat breakfast on the day of an exam.
- If you're not getting enough iron then you'll damage your ability to concentrate for long periods of time and your energy levels will begin to drop. If hour long sessions of revision are proving too much, try eating more red meat, eggs and leafy green vegetables like spinach.



Exercise:

Staying in your room can seem like the best option when revision time is short. But a bit of the great outdoors can blow the cobwebs away and help you relax. If you can't get out, at least get up and out of your chair for a stretch and a wander. Better still, go for a swim or put those footie boots on and give your mind and body a workout.

Lifestyle Support Sheets:

We have kindly put together a number of supportive suggestions for the key pillars of wellbeing. You can access these using the following link:

<https://drive.google.com/drive/folders/1ZrCRNDcTLCZ9ZrBxGwxLLa-1VR3J9rfB?usp=sharing>

These support sheets provide positive strategies for:

- Connecting with others
- Diet
- Exercise
- Learning new skills
- Nature and greenspaces
- Relaxing
- Sleep



39. Summary

We always try to work with parents and the vast majority of concerns, queries and complaints are resolved through the above channels of communication however if this does not happen then a member of the Senior Leadership Team will seek to resolve the issue.

We hope you and your child have a fantastic start to the school year, but if there are any questions that you still have, please get in contact with us.

Jonathan Bland



Executive Headteacher

John Player



Head of School



Home-School Partnership Agreement 2024-25

The Stanway School is a community in which every student matters. Students respond to our high academic, cultural and sporting expectations. We recognise and celebrate success wherever it occurs: in the classroom; on the pitch; in the studio; or in contributions to the wider community. Since 2016, schools aren't required to have a home-school agreement but we want to enter into a partnership with parents and students to ensure that every student feels part of our community and makes the most of their time with us.

Together, the staff and students formed the 5 elements of the Stanway Standard that run through and underpin all that we do and say in our school community. At The Stanway School, we are: Respectful, Proud, Responsible, Determined and Considerate.

Our Home-School Partnership is based on these principles, and all parties agree to uphold these in order that through our high expectations and high quality teaching by excellent, professional staff, each student has the opportunity to enjoy their learning and achieve their personal best.

As a School we will endeavour to meet the Stanway Standard in the following ways:

Respectful

- We will provide a warm welcome when parents/guardians/carers visit the school and the opportunity to contact staff when the need arises, responding to emails within 48 hours (2 working days).
- We will provide and monitor systems for safe ICT usage as described in the Acceptable Use policy.

Proud

- We will provide a wide choice of opportunities and activities within and beyond the classroom.
- We will place an emphasis on the importance of students attending school every day, being punctual, wearing full school uniform and being prepared with the necessary books and equipment.

Responsible

- We will provide a broad and balanced curriculum, supported by regular homework tasks; where appropriate, work is set and marked in line with our Feedback Policy, and other forms of feedback such as self-review, peer assessment, verbal feedback and whole class feedback will be applied when deemed appropriate by the teacher.
- We will provide an education based on high expectation, equality of opportunity, high standards of teaching, academic support and individual guidance.
- We will provide parents with regular information on school events and news.

Determined

- We will take actions to work towards eliminating any unlawful discrimination, harassment or victimisation.
- We will provide provide opportunities during each school year for parents/guardians/carers to:
 - be involved in important decision-making procedures which affect their child's progress throughout school;
 - be issued with an interim report to show their child's progress each term;
 - be able to discuss their child's progress with school staff;
 - be provided with regular updates about your child's progress.

Considerate:

- We provide support for the individual student through the school's pastoral system.

Signed on behalf of the school:

Mr J Bland, Executive Headteacher



Signed on behalf of the school:

Mr J Player, Head of School



As the Local Governing Council we will endeavour to meet the Stanway Standard in the following ways.

- seek financial efficiency and value for money;
- draw up and establish a full set of school policies;
- ensure compliance with statutory obligations, including health and safety regulations;
- monitor and review all aspects of the school's work.

Signed on behalf of the LGC:

Mr S Whitfield, Chair of LGC



As parents/guardians/carers we will endeavour to meet the Stanway Standard in the following ways.

We are Respectful

- I/We will support the school's policies, including codes of behaviour, school rules and consequences;
- I/We will communicate politely and respectfully to school staff in writing, on the telephone or in person. I/We understand that I should communicate with staff during core school hours, and although they may at times respond outside of those hours, I can't always expect that.

Proud

- I/We will ensure that our child attends school every day on time, with the necessary equipment and wearing a full school uniform.

Responsible

- I/We will inform the school immediately of any changes to personal contact details.
- I/We will actively support the school's homework policy by making sure homework set is completed and handed in on time;
- I/We will inform the school of absence on the first day, followed by a letter on the day of return if absence is for more than one day;
- I/We will check the Arbor app to support with homework
- I/We will attend parents' evenings and meetings relevant to our child's work, progress and relationships in school and support school functions;
- I/We will not take family holidays during term time as well as medical or dental checks unless emergent or as part of ongoing medical treatment).

- I/We will support the school to make sure my child maintains a consistently high standard of behaviour, and support the school's reward and consequences processes.

Determined

- I/We will encourage our child to work to his/her full potential at all times and to participate in the school's extra – curricular activities.

Considerate

- I/We will advise the Form Tutor about anything which might affect our child's work or well-being in school;
- I/We will support the school's approach to on-line safety and not deliberately upload or add any images, sounds or text that could upset or offend any member of the school community.

As a student I will endeavour to meet the Stanway Standard in the following ways.

Respectful

- I will treat all members of the school community and any visitors with respect and understanding, regardless of their background, role in the school or differences of opinion.
- I will follow the rules relating to the school computer network;
- I will share responsibility for the school environment and treat shared spaces, classrooms and corridors with respect.
- I will support the school's approach to on-line safety and not deliberately upload or add any images, sounds or text that could upset or offend any member of the school community;

Responsible

- I will attend school regularly;
- I will be punctual at all times, arriving at school **for** 8:35am and to all lessons on time;
- I will come to school with the right books and equipment;
- I will be responsible for my own behaviour and follow school rules;
- I will behave in a responsible way on school visits and when travelling to and from school.
- I will accept **consequences** issued through the published Consequences system if my behaviour does not meet the Stanway Standard.

Proud

- I will wear a full school uniform to represent my school proudly. Whilst in the community and wearing my uniform, I will behave in a way the school can be proud of.
- I will ensure all homework details are clearly written down and that all homework is completed on time. Homework will be completed to the best of my ability.

Determined

- I will work hard and meet all course requirements on time.
- I will listen in lesson and undertake all tasks issued to me by teachers, learning support staff or my form tutor to the best of my ability.
- I will ask questions when I am unsure in class and respond to feedback proactively.

Considerate

- I will let a member of staff or someone know if I have any worries.
- I will be kind to all members of the school community: peers, teachers, support staff, caterers, site staff, governors, visitors and guests.
- I will speak to an adult about any concerns I have about my or other pupils' safety.