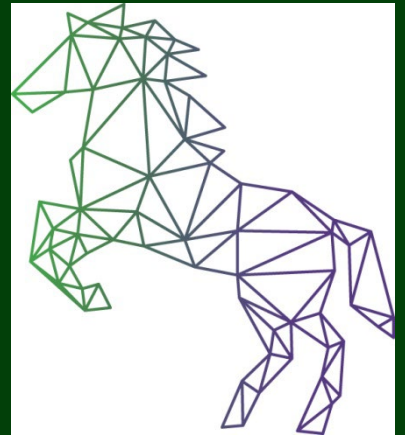




# Welcome to Horsforth School 2025



“Opportunity and Achievement for all”

# Key Questions

- ❑ Who will support your child and what support is available?
  - ❑ How we, and you, can keep your child safe?
- ❑ What are our expectations of your child and how can you support with this?
  - ❑ How will you know what progress they are making, what they are learning and how to help them with this?

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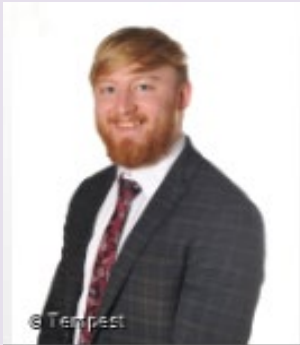
**Miss McFadden**

Assistant Headteacher; Inclusion  
Y7 Leadership LINK and SEND lead



**Mrs Nowell**

Deputy Headteacher; Pastoral  
Safeguarding and Behaviour

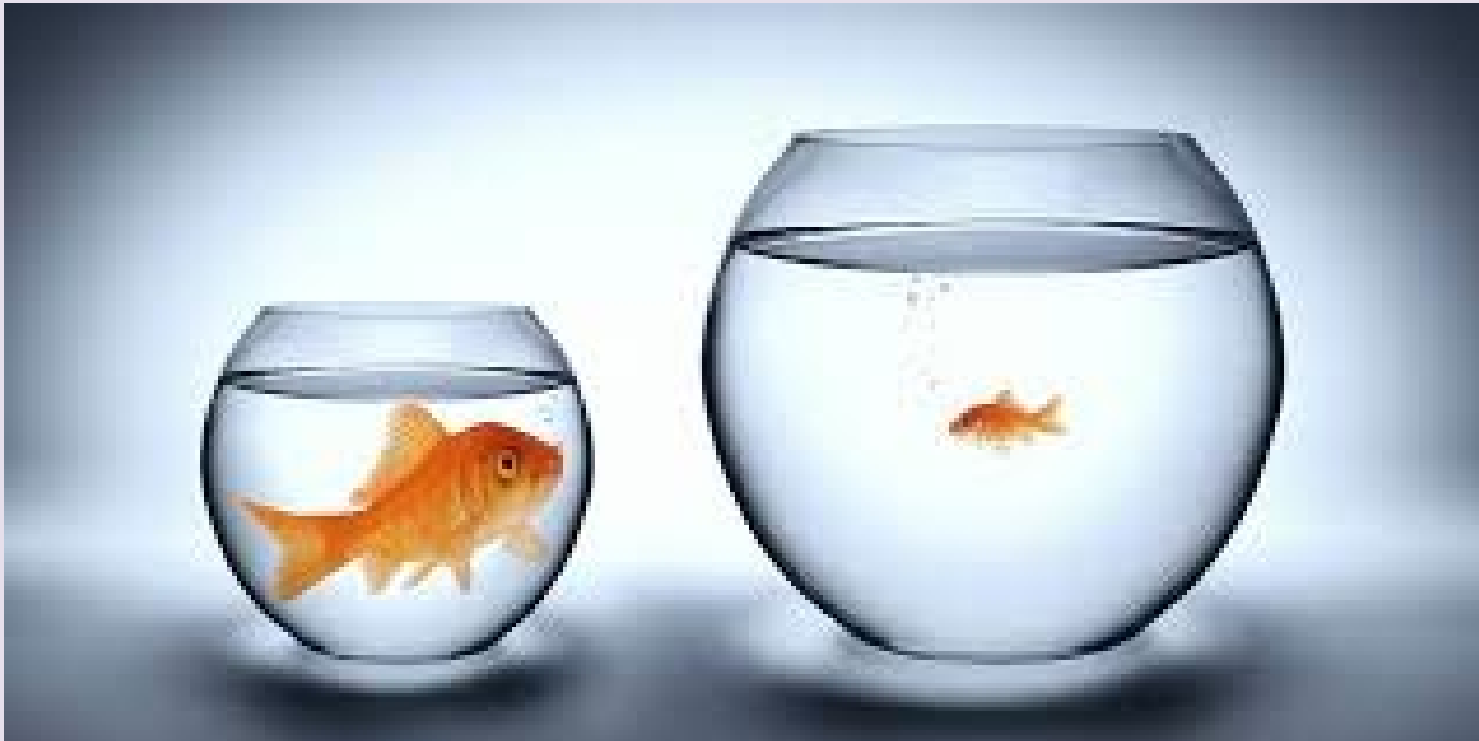


**Mr Jacques**

Year 7 Year coordinator

**“Opportunity and Achievement for all”**

# Transition



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# Pastoral Care and Support



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# Who will support your child?

Everyone

Miss McFadden Y7 Leadership Link

Pastoral and Behaviour officer-  
Miss Whaler

Year co-Ordinator  
Mr Jacques

Team of 10  
experienced Year 7  
form tutors

**Curriculum Leaders and  
subject teachers**

**Attendance and  
Safeguarding Team**

**'On call' team**

**Subject Teachers and  
SEND team**

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# You can support us by...

**Helping them get into good routines**

**Checking planners daily/weekly (sign) and class charts**

**Encouraging good attendance and punctuality**

**Reinforcing our expectations-supporting us**

**Encouraging a positive attitude to learning and behaviour**

**Monitoring their attendance, behaviour, progress and organisation**

# Herd Farm



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# Home/school contact

**Class charts**

**Email**

**Text**

**Phone calls**

**Letter**

# Home/school contact

Form tutor is first point of contact –contact via website

Class teacher for subject/class queries

[info@horsforthschool.org](mailto:info@horsforthschool.org)

Year coordinator for general progress queries across subjects

[pastoralhub@horsforthschool.org](mailto:pastoralhub@horsforthschool.org)

Pastoral Behaviour officer for wider

pastoral/behavioural/attendance concerns

[pastoralhub@horsforthschool.org](mailto:pastoralhub@horsforthschool.org)

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# Year 7 Form tutor contact

YEAR SEVEN

YEAR EIGHT

YEAR NINE

YEAR TEN

YEAR ELEVEN

SIXTH FORM

## Meet the Team – Key Year 7 Contacts

If you have any queries about your son or daughter, please email their Form Tutor in the first instance by clicking on the relevant name below, making sure the Subject title indicates who the email is for.

7B  
Mrs Noble

7C  
Miss Gallagher

7E  
Mr Hood

7G  
Mrs Newton

7L  
Mr Questa

7M  
Miss Kay

7O  
Mr Halton

7R  
Dr Whiteman

7T  
Mr Lowther

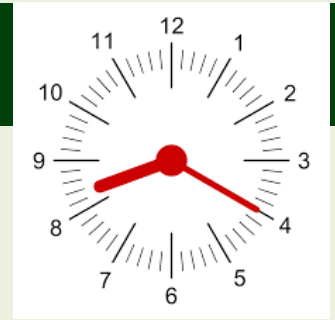
7Y  
Ms Qu

# Meet the Form Tutor at the Settling In Evening in October for general updates

# Mental Health support



- Activities in school
- Mental health awareness through PSHCE
- Mental health first aiders
- Mental health ambassadors
- Awareness days and events
- External agency support-just ask



# Day to day routines and procedures



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# A typical day at Horsforth School

<b>Time</b>	<b>Activity</b>
8-8.20	Arrive in school-Y7 area DINER
8.25-8.50	Tutor time and registration
8.50-9.50	Lesson 1
9.50-10.50	Lesson 2
10.50-11.10	Break time
11.10-12.10	Lesson 3
12.10-12.50	Lunch
12.50-1.50	Lesson 4
1.50-2.50	Lesson 5
2.50	Home time

3:00-4:00 extra curricular clubs.  
ELC/Library to come



# Form time and form groups

- Support/Mentoring
  - Routines
  - Organisation
- Planner check
- Attendance check
  - Points check
  - Reading
  - Projects
  - Assembly

	MON	TUES	WEDS	THURS	FRI
	<b>EVERYDAY EXPECTATIONS</b>				
<b>YEAR 7</b>	Student Wellbeing	AOTW/ WOTW	DEAR	Character Education/ Project	Assembly

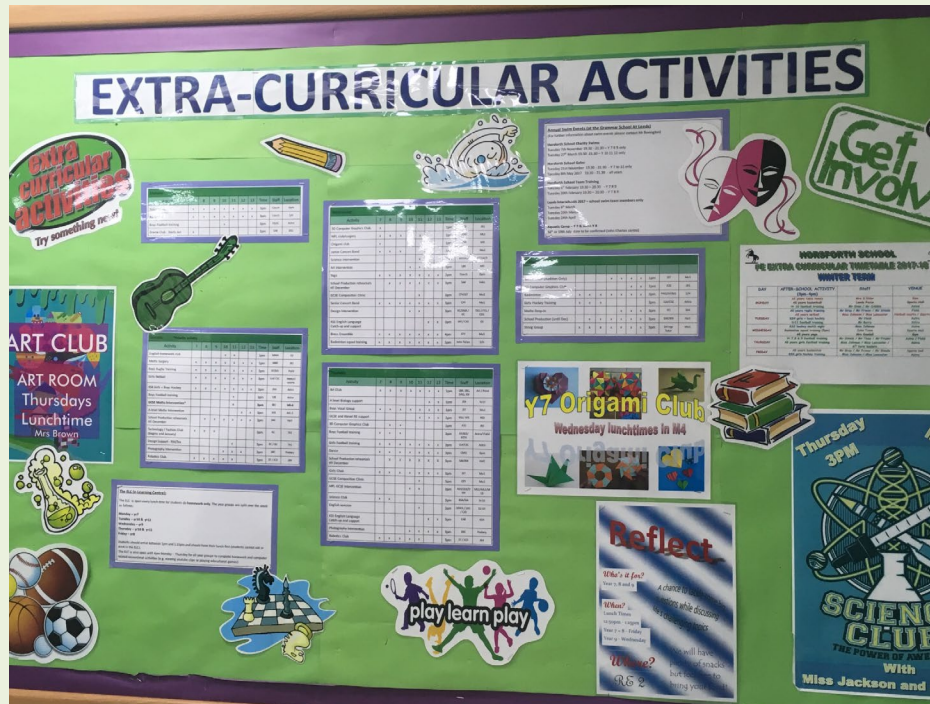


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# What Makes A Successful Student at Horsforth?



# Extra curricular clubs



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# Class Equipment



Pencil case containing:

- Pencil sharpener
- Rubber
- Glue stick
- Compass
- Protractor
- 3 pencils
- 3 blue or black biros /pens
- Ruler
- Colouring pencils/felts
- A scientific calculator

Please contact Mr Jacques if you have any difficulty getting this equipment together and we will be happy to help

# Lockers



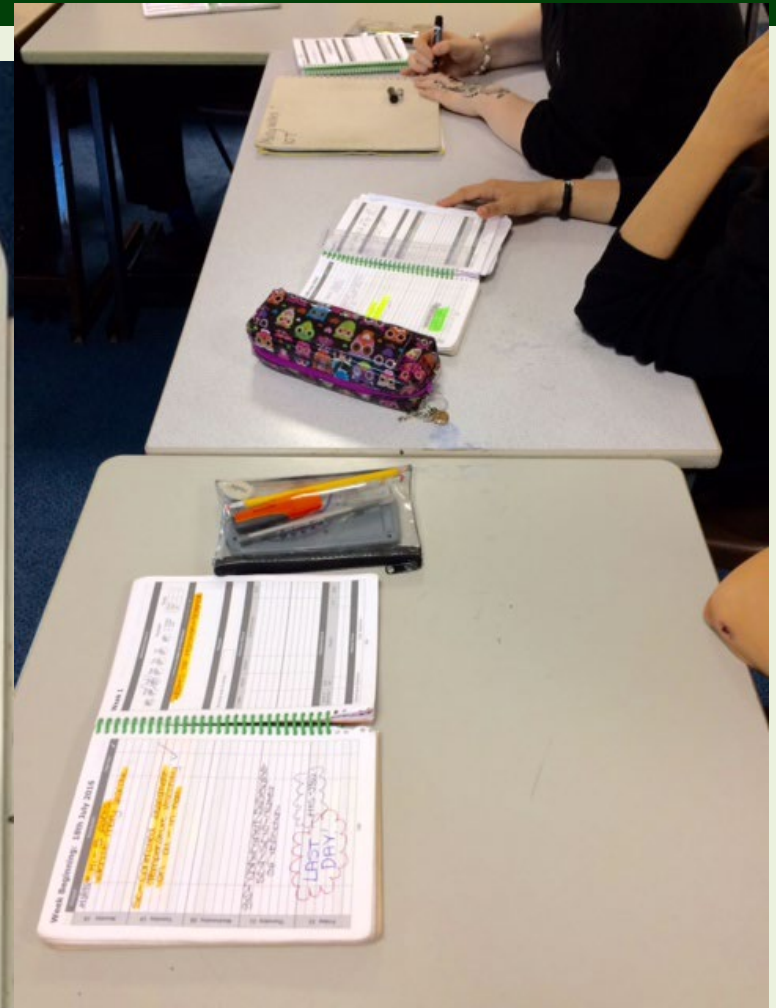
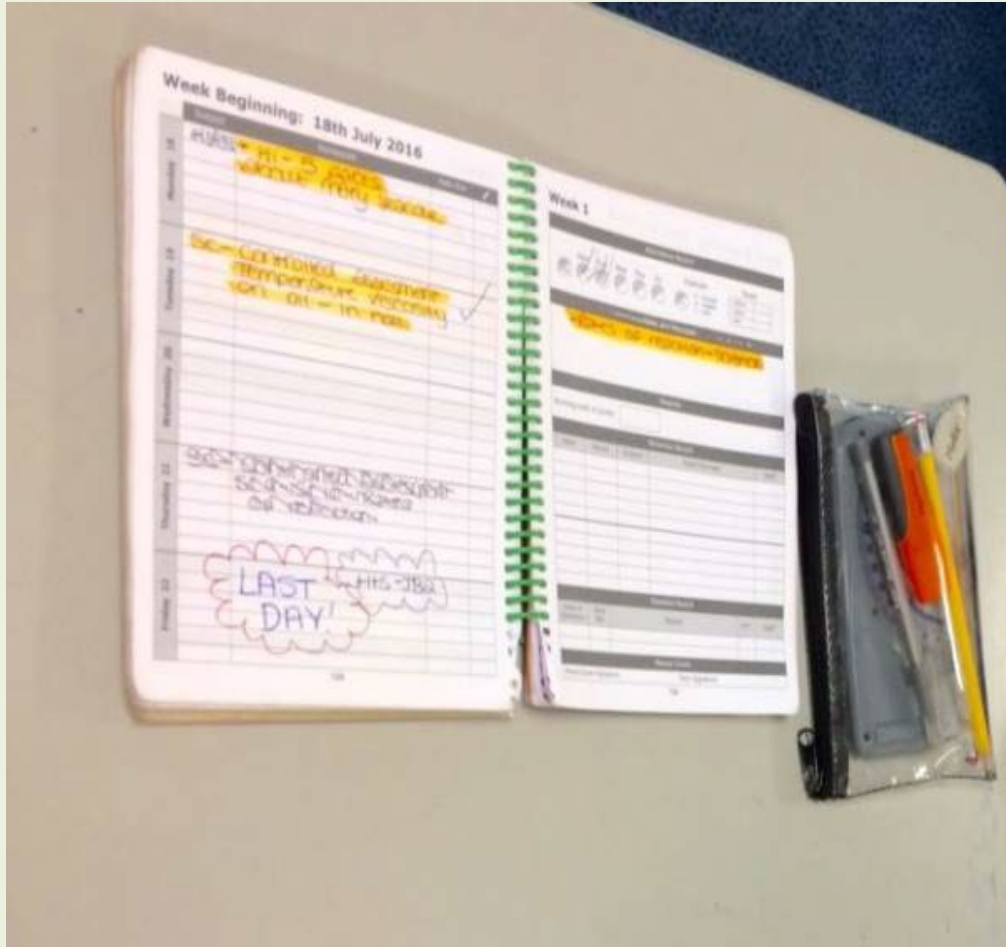
Deposit for 5 years of £15,  
£5 for a lock or you can  
provide your own

Email information when  
available

Encourage use for PE kits  
and coats

Various locations around the  
school

# The Student Planner



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# Importance of the planner

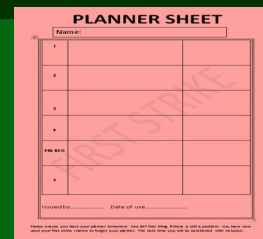
- ❑ Daily home / school communication
- ❑ Key for organisation and student reflection- preparation for adulthood-developing essential skills
- ❑ Used by subject staff/ form tutors for messages to each other and with home: early identification of problems – homework / equipment
- ❑ Safeguarding measure – in hand whilst out of lesson

# Student Planner

- Must be brought in every day
- Cannot be in lessons or main building without it
- School systems fall down without it

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# A one strike rule



- We recognise students can be forgetful so we allow for students to forget their planner once in an academic year without consequence.
- Students are given a first strike planner sheet if they forget/don't have their planner. They should go to the hub if they realise they don't have it
- For all other times that students forget/don't have their planner in that academic year, if any, they will complete work in our inclusion unit.
- If you have a specific question linked to SEND regarding this, please see one of the SEND team in the 2<sup>nd</sup> part of the evening

# Toilets and Water



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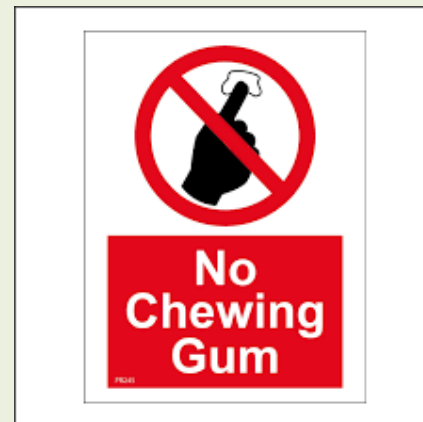
# Toilets and Water

- Bring a water bottle
- Fill up at appropriate times-before school, at social times, not in lesson time
- Can drink in lessons-should leave in bag and ask to avoid distraction
- Only water
- Not in certain rooms-safety



# Break and lunchtime

- Hot meal option
- Snacks and sandwiches
- INDOOR and
- OUTDOOR space where available
- Blue diner and netball courts-Y7 only areas
- Theme weeks and days
- Healthy schools



# Cashless Catering

Horsforth School is a cashless school  
Students use facial recognition or a swipe card to  
pay for lunches and snacks  
Top up online  
Vending machines use cash



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# Cashless catering

We use the on-line facility called 'i-Pay'

You use this account to top up your child's account and  
to pay for school trips

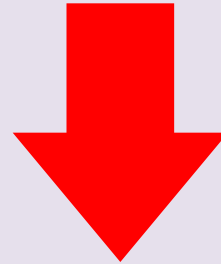
Facial recognition pictures will be taken on New Intake  
Day/September

Accounts will be set up over the Summer

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# Positive Behaviour System



**Rewards and Recognition**

**‘Getting things right’**

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# Rewards: Positive Points

Points for evidence of character and hard work  
Only issue rewards points via on class charts





+1

Demo Pupi

Resilience po

Needed a win

Outcome: Dia

14:26 ☆






# Rewards and Recognition



# 'Instant' Reward

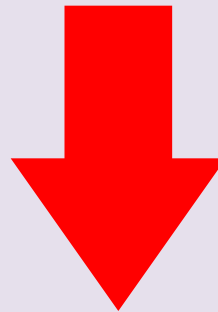
## Purple Praise Slip



 <p>HORSFORTH SCHOOL</p> <p><b>PURPLE PRAISE SLIP</b></p> <p>Student name: _____ Year: _____</p> <p>Member of staff: _____</p> <p>Date: _____</p> <p>You have shown excellent <b>Character</b> and/or <b>Behaviour</b> for <b>Learning</b> today:</p> <table border="1"><tr><td>Resilience Not giving up</td><td>Respect Kindness</td><td>Responsible Helpful</td><td>Participated Focussed</td></tr><tr><td>Good Progress</td><td>Good Effort</td><td>Teamwork Co-operation</td><td>Role modelling</td></tr></table>	Resilience Not giving up	Respect Kindness	Responsible Helpful	Participated Focussed	Good Progress	Good Effort	Teamwork Co-operation	Role modelling	 <p>HORSFORTH SCHOOL</p> <p><b>PURPLE PRAISE HOME SLIP</b></p> <p></p> <p>You have shown excellent <b>Character</b> and/or <b>Behaviour</b> for <b>Learning</b> today: Subject or Staff _____</p> <table border="1"><tr><td>Resilience Not giving up</td><td>Respect Kindness</td><td>Responsible Helpful</td><td>Participated Focussed</td></tr><tr><td>GOOD PROGRESS</td><td>Good Effort</td><td>Teamwork Co-operation</td><td>Role modelling</td></tr></table>	Resilience Not giving up	Respect Kindness	Responsible Helpful	Participated Focussed	GOOD PROGRESS	Good Effort	Teamwork Co-operation	Role modelling
Resilience Not giving up	Respect Kindness	Responsible Helpful	Participated Focussed														
Good Progress	Good Effort	Teamwork Co-operation	Role modelling														
Resilience Not giving up	Respect Kindness	Responsible Helpful	Participated Focussed														
GOOD PROGRESS	Good Effort	Teamwork Co-operation	Role modelling														



# Positive Behaviour System



**Consequences / Sanctions**  
**‘Fair and supportive’**

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## CLASSROOM CODES

Arrive on time for lessons

Wear correct uniform

Bring your planner and all equipment

Do as you are told by staff, first time

Do not disturb teaching and learning

Act safely, be respectful and polite

Complete your classwork as instructed

Complete homework, meet deadlines

Keep your phone switched off, in your bag

Hand your planner in on the first request

Bring a positive attitude to learning



## CORRIDOR CODES

Remove outer wear at the entrance

Wear correct uniform

Phone switched off and invisible

Follow the one way system

Walk - do not run

Act safely, be respectful and polite

Stay in social areas at break and lunch

Follow staff instructions

Eat and drink in social areas only

Respect the diners, courtyards and hall

Put litter in bins



**Behaviour Point  
1**



**Behaviour Point  
2**

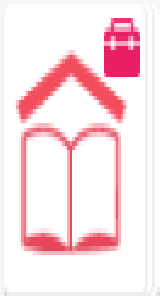


**Phase 4  
Removal**

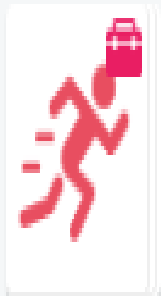


Positive

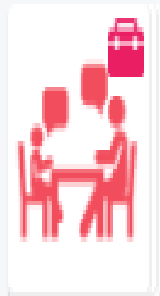
Negative



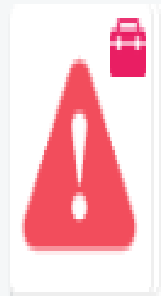
Low Level  
Classroom



Around  
School



Tutor Only



Higher Level  
(requiring  
further  
action)



Q+A

# Behaviour System

- Support Teaching and Learning; ensuring teachers can teach and students can learn**
- Keep students safe and ensure an orderly environment for all**
- Fair, stepped, clear**
- Encourage independence, responsibility and accountability**

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# Behaviour System

- Parent/carer support. Work with us and not against us.**
- We do not change our systems for parents/carers. The policy and procedures are ratified by our Trustees**
- Student safety, character and progress is good as a result of these expectations and the systems we have in place to maintain those**
- Behaviour policy, sanctions and procedures are non-negotiable.**
- DfE: right to sanction, in and out of school time, and beyond our gates ( after school).**

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# A School against Bullying



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# A School against Bullying

- Investigated swiftly
- Transparent 4 step process – policy on website
- Serious sanctions
- Parents informed
  
- Mediation/ Restorative practices
- Monitoring – contracts – removal
  
- **Prevention** – curriculum – diversity ambassadors – assemblies



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# Technology/Mobile phones



- Invisible policy
- Safety to and from school
- Switched off and in bags on school site
- not in coat or trouser pockets
- **Safety**
- Social media
- Equality
- Responsibility
- Switched on or in use=sanction and confiscation
- Emergencies via reception
- No apple watches that can connect to phone

1<sup>st</sup> confiscation: 90 min Friday Headteacher Detention

Student can collect phone from HUB

2<sup>nd</sup> confiscation: one day inclusion

Parent must collect phone from Leadership team

3<sup>rd</sup> confiscation: two days inclusion

Parent must collect phone from Leadership team

4<sup>th</sup> Confiscation: three days inclusion

Parent meeting to discuss your phone ban at Horsforth School





# What will your child be learning?



In Year 7, students study a wide range of subjects, over a 50 lesson, 2 week timetable.

English Baccalaureate (Ebacc)							
English (7)	Maths (7)	Science (6)	History (2) Geography (2)	French (6) <b>OR</b> Spanish (6) <b>OR</b> Chinese (6)			
Core Offer							
Art (2)	Computing (2)	Design (3)	Drama (2)	PSHCE (1)	Music (2)	PE (4)	RS (2)

- All students cover all Key Stage 3 content as a minimum.
- Our curriculum also contains additional and advanced content for some of our students.
- We ensure all students are challenged and supported to achieve their potential.

# What will your child be learning?



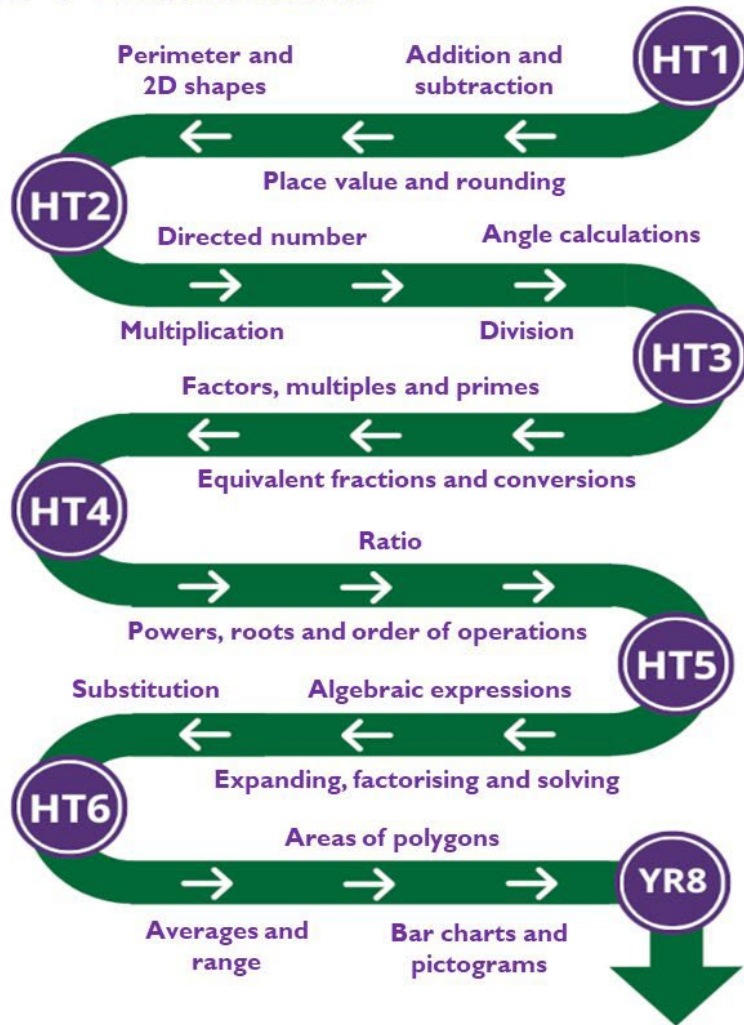
- All subjects are taught in **mixed ability groups**
- For maths, students are set by ability within bands of 5 or 6 groups through to Y11.
- Personal, Social, Health and Careers and Economic education (**PSHCE**) is taught for one hour per fortnight and is delivered in form groups by the form tutor.
- Some students have specially selected staff for English and maths. For Geography, History and Religious Studies with the same teacher as part of our **Transition programme**. They may also be taught together for Maths and/or English.
- Transition students will study a language for 3 hours only and use the additional 3 hours for English support (SS) where the focus will be on reading, This is for students below ARE at Key stage 2

# What will your child be learning?



## LEARNING JOURNEY

### Year 7 Mathematics



**Learning Journeys** for every subject can be found on the school website so you can see what is being taught each half term in every subject in Year 7

(Year 7 / What you Learn)

# Modern Foreign Languages (MFL)



In Year 7 students study a language for 6 hours a fortnight.

This will be one of the following:

- **French** – half the year group
- **Spanish** – half the year group
- **Mandarin (MEP)** – expressions of interest required

Some parents have given a preference for French or Spanish and these will be considered. A link to a Google Form will be emailed tomorrow to all parents for any expressions of preference to be completed by next Wednesday

All other students will be allocated French or Spanish when they arrive in September.

Students below ARE in English will do 3 hours of a language and 3 hours of SS







**Focused Whole  
Class**



**Quiet Pairs**

Zones of  
Learning

@ Horsforth  
School



**Purposeful  
Groups**



**Silent  
Independent**

# Year 7

## Progress, Assessment & Reporting



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# How is your child doing?



We have a progression curriculum to ensure students learn the knowledge that will set them up for the next stage of learning.

Assessment is vital in this process and takes place throughout the year at key points.

Students in Year 7, 8 and 9 are assessed against the knowledge and skills we have identified need to be secure at the end of each unit and each year. These are our 'end points' and students are identified as 'developing', 'meeting' or, where students are excelling and going beyond our high expectations, 'exceeding' them.

**ON →  
TRACK**

# How is your child doing?



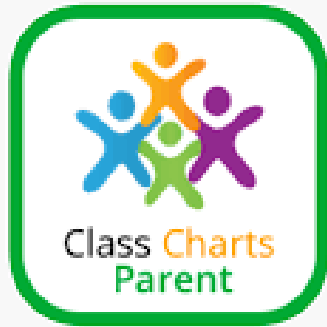
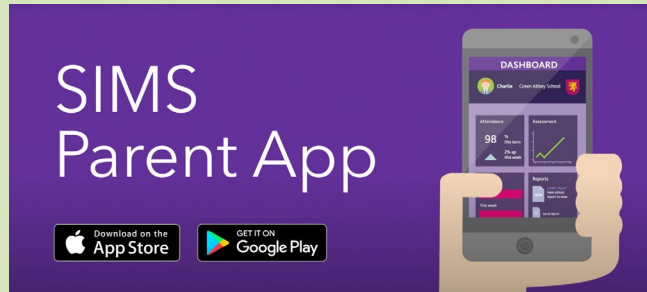
We communicate regularly with parents about the individual progress of our students.

## **In Year 7 you can expect the following:**

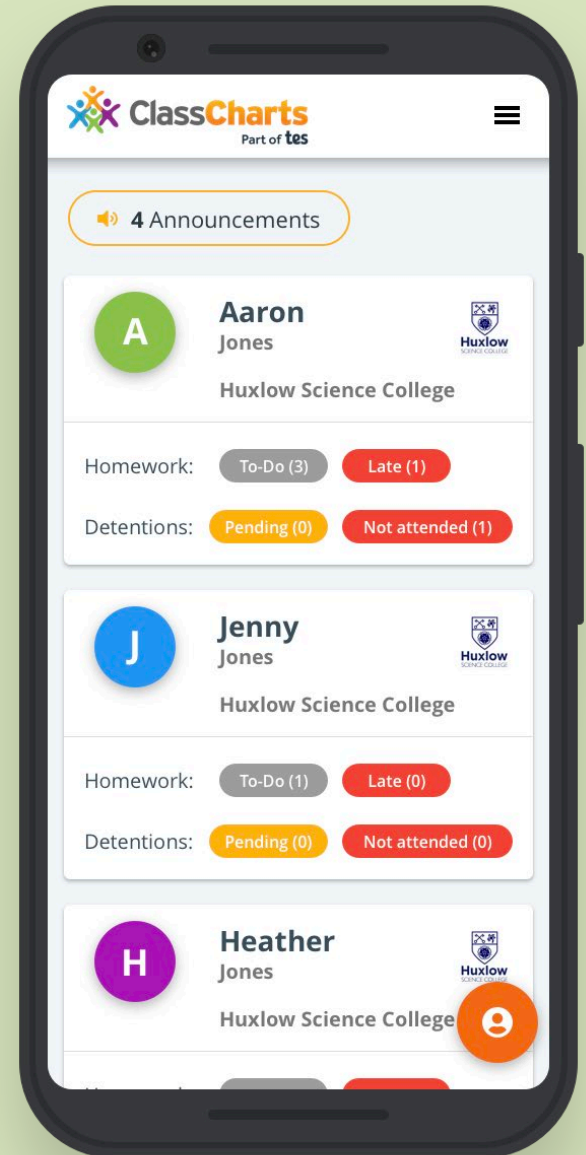
- Settling in evening (Half term 1) – form tutor
- Parents' evening (face to face)
- Regular Progress Review Reports (email and paper copy) including:
  - Attitude to learning scores
  - Progress data (on track or not?)
  - Attendance data
  - Behaviour data



# How is your child doing?



- Attendance
- Homework
- Achievement points
- Behaviour points



# How is your child doing?



## Horsforth School and Sixth Form Attitude to Learning in Lessons

Score	Student Attitude Descriptors
6	<p><b>What a student with an EXEMPLARY attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You are a highly self-motivated and independent learner, always trying to be the best you can</li> <li>You show exceptional engagement with your learning and respond effectively to feedback</li> <li>You always produce high quality work you can be proud of, including all homework tasks</li> <li>You show a high level of respect to staff and students all of the time</li> </ul> <p><i>You already regularly go above and beyond staff expectations – keep it up!</i></p>
5	<p><b>What a student with a MOTIVATED attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You are an enthusiastic learner who is keen to succeed and usually seeks help when needed</li> <li>You engage well with your learning and respond positively to feedback and support</li> <li>You try to produce high quality work you are proud of, including homework tasks</li> <li>You show respect to staff and other students in all learning environments</li> </ul> <p><i>Even greater self-motivation and independence would help you demonstrate a more ambitious ATL</i></p>
4	<p><b>What a student with a COASTING attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You do what is asked of you in lessons but may sometimes lack drive and ambition</li> <li>You complete the work set in line with your ability but sometimes it can lack pride or detail</li> <li>You complete most homework tasks but may not actively seek help if you are struggling</li> <li>You show respect to staff and other students in learning environments</li> </ul> <p><i>Increased enthusiasm and self-motivation would help you demonstrate a more ambitious ATL</i></p>
3	<p><b>What a student with an UNMOTIVATED attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You may show inconsistency in your approach to lessons and can lack focus in this subject</li> <li>You may be too easily satisfied with your progress and be reluctant to act upon feedback</li> <li>You may need reminding of some key expectations including taking pride in your work and completing homework and only meet staff expectations some of the time</li> <li>You can be inconsistent in showing respect to staff and students at times</li> </ul> <p><i>Taking a more active role in your own learning would help you demonstrate a more ambitious ATL</i></p>
2	<p><b>What a student with a DISENGAGED attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You may often show a lack of desire to engage in your own learning in lessons in this subject</li> <li>You may attempt tasks in class but give limited responses to feedback and leave work incomplete</li> <li>You may sometimes need reminders about basic expectations around engagement, behaviour or completion of homework.</li> <li>You can show a lack of respect through words or actions to staff and other students</li> </ul> <p><i>Addressing concerns raised by your teachers would help you demonstrate a more ambitious ATL</i></p>
1	<p><b>What a student with an UNSATISFACTORY attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You may regularly be off task and not bring your personal best to lessons in this subject</li> <li>You may rarely meet staff expectations in the work you complete in lessons</li> <li>You may need regular reminders about basic expectations around engagement, behaviour or completion of homework.</li> <li>You show a concerning lack of respect to staff and students in lessons</li> </ul> <p><i>Addressing all concerns raised by your teachers would help you demonstrate a more ambitious ATL</i></p>
	<p><b>A NON-ATTENDER...</b></p> <ul style="list-style-type: none"> <li>A blank space indicates that you do not attend school (or this particular subject) regularly enough for an ATL score to be given</li> </ul>



Students receive any ATL score three times per year. Each subject will give an individual ATL score and an ATL average will be calculated and used for rewards / recognition purposes



# Why set homework?

- Provides an opportunity to **OVER LEARN**
- Allows students to consolidate information learned in the lesson
- An opportunity to improve retention and recall
- Allows you to have an insight into what your child is doing at school and be partners in learning
- Teaches students discipline and time management
- Improves skills needed in KS5 and FE
- Allows students to work independently
- According to the EEF, improves progress by 5+ months

# What does the research say?



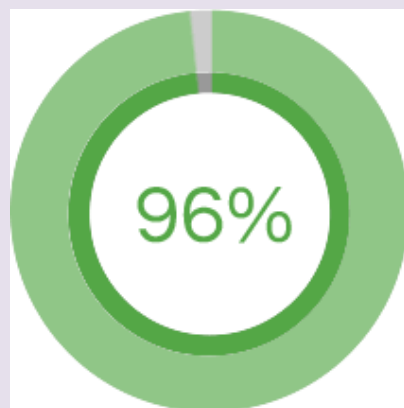
- We have a curriculum built to support students knowing and remembering more and our Home Learning needs to mirror this.
- The process of using a read, cover, write, check strategy is a well-tested, evidence-informed approach to support students committing information to their long-term memories.
- This helps develop self-regulation and metacognition, a strategy which can add up to 7 months additional progress according to the EEF.
- This retrieval practice and repetition will ensure that students **know and remember more**, making them feel more successful both in their Home Learning and across the curriculum in their other lessons.



# KS3 Homework 2024-25

- Students will all receive two booklets; a **knowledge organiser** booklet and a **task** booklet.
- The **knowledge organisers** have been carefully designed by our Curriculum Leaders and are specifically mapped against our curriculum
- The **task booklets** contain the different homework tasks that students will complete during the half term. Teachers will specify which tasks they should complete each time homework is set
- **Support-SEND** homework club, ELC, Library open at various social times and after school-confirmed in Sept

# Attendance



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# Attendance expectations

The moment a student falls below 96% attendance they become a 'cause for concern'. You will be contacted by school.

3 Letters – phone call - school meeting

Fast track initiative - contract – penalty notice- court

Holidays during term time are not allowed. This is in line with Government and Local Authority Partnership agreements.



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# Punctuality

08:00	School opens for students
08:15	On school Site
08:20	Students to Form Time

## **Each Half term:**

**2 occasions to be late with no consequence**

**All other times: Same Day Detention for 30 minutes**

# Uniform



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# Uniform

Plain socks – black or white. No patterned or bright coloured socks.

Black tights.

Sensible flat black shoes (entirely black, no ankle boots, no stiletto heels, no shoes without backs, no pumps, no boots)

Black or white head scarf / hair accessories

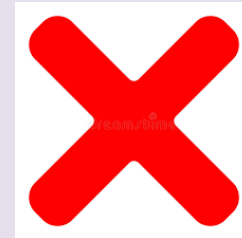
No excessive jewellery – no bracelets or necklaces. Girls can wear 1 ring and 1 pair of small stud earrings. No facial piercings

Can wear a watch but not a smart watch that connects to phone-fit bit is fine

No nail varnish, No gel / acrylic nails. No extreme hair colours

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# Uniform



“Opportunity and Achievement for all”

# Uniform

## Boys:

Plain socks – black or white. No patterned or bright coloured socks.

Sensible flat black shoes (plain black, no trainers, no pumps, no boots, wellies)  
must look like shoes



No extreme hair colours or hairstyles...no skin heads, no lower than grade 2, maw- hawks, tramlines etc

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Please note students will **NOT** be permitted to wear items of kit that is not branded with the Horsforth School logo due to breaches of safeguarding and unsuitability of kit. If you have any questions please contact Mr Fraser – Curriculum Leader of PE

(Reversible to black/green)



Boys and Girls PE kit	
Upper body	School logo white T-shirt <b>(A)</b> Black/ green plain rugby/hockey jersey top <b>(C)</b> School logo black fleece <b>(B)</b>
Lower body	School logo Black shorts <b>(D)</b> School logo Black tracksuit bottoms <b>(F)</b>
Feet	Green socks <b>(E)</b>
Feet	Sport trainers and football/ rugby boots for field
Extras	Gum shield is recommended for rugby/hockey. Shin pads are essential for hockey/football

**HORSFORTH SCHOOL**

# Uniform

Two uniform suppliers:



Whittakers – Farsley  
P.C. Sports - Yeadon



Upper diner following the presentation this evening.

Details in your booklet.

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# SEND support

If your child was on the SEND/Inclusion register at primary school they will be on our register too.

- SEND profile
- Learning passports
- Observations
- Quality First Teaching



Email FAO SEND team on [info@horsforthschool.org](mailto:info@horsforthschool.org) or directly to [sendadmin@horsforthschool.org](mailto:sendadmin@horsforthschool.org) for specific SEND related concerns

Please contact your child's Form tutor, Year coordinator or PBO first if you have concerns in the first instance

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# Transition process

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# What's next.....?

Friday 4 July ALL DAY	New Intake/Taster day Students should arrive between 8 and 8.15 In their Primary School uniform.They will sample some lessons and meet their form group and form tutor.We will also do school photos for facial recognition
Summer school July	Summer school run by HCS in conjunction with Horsforth School staff.
3 September  School opens to Year 7: 8am	Students should arrive at 8.20am ready for 8.25am start in the hall.  They should have their full uniform on, be equipped with schoolbag, water bottle and pencil case as well as a topped up account for lunch  They will have time with us for some key reminders before the rest of the school come in
Activity day- Oct	Herd Farm trip to get to know peers and staff-details to follow in September. Circa £30

## Second part of tonight .....

- Uniform suppliers- Whittakers and PC Sports
- Mrs Vicki Madeley: Horsforth Children's services wider support and summer school queries
- Mental health ambassadors
- Miss Abigail Henderson Deputy SENDco and Mrs Warne SENDco- SEND queries
- Mrs Nowell- safeguarding and behaviour drop in
- Mrs Comiskey-practical tips on monitoring technology usage
- Sample some food in our diner
- Questions – in the upper diner-student ambassadors and key staff

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