

**HORSFORTH SCHOOL**

*Opportunity and achievement for all*



**ALL YOU NEED TO  
KNOW ABOUT  
YEAR 7**

# WELCOME

Welcome to Horsforth School! I am very happy that you have secured a place at Horsforth for your child and very much look forward to working closely with you and your family. Moving to secondary school is an exciting time and we have put this guide together to help answer any questions you may have, help with your child settling in and make the first few weeks at Horsforth easier.

I wish your child all the best in their time with us: that they make new friends quickly, enjoy learning and take advantage of all the opportunities we offer. If they have any questions then our staff and elder students will be happy to help when they arrive. We want to help your child to make an excellent start.

Dr P C Bell – Headteacher



The transition from primary to high school is a significant step in the life of any child. It is an important milestone which marks a change in expectations with regard to independent learning and self-organisation. We understand that some students may have anxieties about their new surroundings and the expectations of them but we have a very experienced and supportive Year 7 team who will work to resolve these concerns.

In the Autumn term, a 'Settling In' evening will be held where Parents and Carers have the opportunity to meet with myself and Form Tutors.

I am confident that with the right attitude, your support and the support of our Pastoral Team, your child will become a happy and successful member of our new Year 7. If you join mid-year there will be a support program put in place.



Miss K McFadden – Y7 Pastoral Leader

# ADDRESS

HORSFORTH SCHOOL  
LEE LANE EAST  
HORSFORTH  
LEEDS  
LS18 5RF

# KEY CONTACTS

All Pastoral Leaders and Assistants are located in one office for both student support and parent contact. You can get in touch via email on [pastoralhub@horsforthschool.org](mailto:pastoralhub@horsforthschool.org) or telephone 0113-2265454.

Miss K McFadden – Y7 Pastoral Leader/Assistant Head

Mrs M Hardy – Y7 Pastoral & Behaviour Officer

Mrs R Bainbridge – Y7 Pastoral Assistant

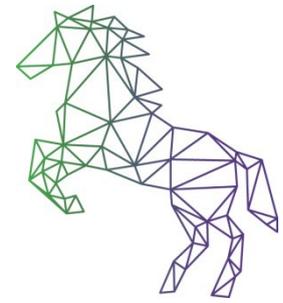
Mrs S Nowell – Deputy Headteacher Pastoral

Mr Casey – Attendance Strategy Leader

Form Tutors can be contacted by calling Student Reception or by emailing at [info@horsforthschool.org](mailto:info@horsforthschool.org)

# 'Looking Ahead'

## What's on for transition to Horsforth School in 2022?



Dear Student

We have lots of fun activities planned to help you with the move up to Horsforth School; here is more information about some of them.....

**Parents' Information Evening - Tues 14 June:** for parents/carers **only**.  
Sorry, we don't have enough room for all of you too!

### **Taster Day - Fri 1 July**

The Taster Day is the one to look out for...this is where you will get to have a tour of the school, meet some of your new classmates and do some actual lessons with Horsforth teachers!

### **Summer School (4 days)**

**28th July, 29th July, 1st, August, 2nd August**  
Summer school is at Horsforth School. You will get information and application forms from your Primary School or you can contact Horsforth

### **Summer Project**

You will be given a 'summer project' to complete  
The best projects will receive a prize in September!

**Mon 5 September** - Your first day at Horsforth School!

### **Activity Day**

In September/October, you will go on an activity day to Herd Farm.  
You get to do lots of fun activities to help you make new friends!

### **Settling In Evening**

There will be a 'Settling In' evening in the Autumn term and a Parents' Evening later in the year.

We look forward to meeting you!

From The Year 7 Team

# TRANSITION

## HOW WILL HORSFORTH BE DIFFERENT FROM PRIMARY SCHOOL?

- Larger building and more students-over 1400. Signage around school and classroom 'zones' to help with finding your way around
- More teaching staff and classes
- Need for organisation-bag, pencil case, PE kit
- New lessons to experience-drama, languages and technology for example
- More independence
- More clubs and extra-curricular activities

## TASTER DAY

In early July, all of Year 6 come to us for a full day. On this day they will meet their form tutor and form group and sample some lessons.

## FIRST DAY

On the first day in September, Year 7 students are first in the building to allow them to settle in. The other year groups don't arrive until break time.

## Y7 ACTIVITY DAY

Year 7 students attend Herd Farm Activity Centre for a day in October to experience a variety of team building and communication skills and activities.

Herd Farm has an outstanding reputation for the quality of team building courses, all of which take place in stunning surroundings. The aim of the day is to help students settle in and help them to get to know one another better.

Activities include a blindfolded night line through the woods, Archery, Assault Course, Climbing Tower and Giant Swing.

# PASTORAL CARE

## FORM TUTORS

7B	7T	7G	7E	7R	7O	7Y	7C	7L	7M
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Students are divided into 10 form groups of approximately 27 students. The form tutor sees the group for 20 minutes each day and this is the first point of contact for students and parents.

Each day the tutor completes a different task with the form;

- Planner check
- Homework support
- Projects
- Attendance and points check and challenge
- Reading
- Assembly-one a week for each year group

Form Tutors will help students to settle into their new Form and into the school as a whole. They will always be ready to help and they should be the first person that they go to for advice, information or if they have a concern or worry. They will answer their questions, no matter how big or small.

Form Tutors will give out important information and issue things such as:

- the planner
- their timetable
- Enrichment activities
- Credits, attendance and behaviour records

You are invited to phone or email the Form Tutor as the first point of contact if you have a concern or query.

## ASSEMBLIES

The year group will meet for an assembly once a week which is held in the school hall. Year 7 will be given a set day for these when they arrive in September.

Assembly is a formal gathering. Students will sit with their form group in an allocated space and they must be silent as they enter the hall. Assemblies address the Theme of the Week. Assemblies help to promote the spiritual, moral, social and cultural development of our students.

# EXPECTATIONS; THE PLANNER

At Horsforth School, students will have a planner. The planner must be brought to school every day, and placed open on the desk at the start of each lesson.

The planner will be used to record daily homework and dates for completion. Homework must be given in on time.

Behaviour comments are recorded by teachers in the planner. We expect you to check the planner daily and sign this on a weekly basis. The planner is our main method of communication between home and school. Five behaviour comments in one week will mean a detention.

Students are not allowed in lessons without their planner. If they do not have their planner they will be issued a 'first strike planner sheet'. If this happens again the student will spend the day in our Inclusion Unit.

At Horsforth School, students are expected to follow the class and corridor codes all of the time. These can be found below and in the planner, and are displayed in all classrooms. Students will learn about these with their Form Tutors.

Students must wear correct uniform at all times; coats and outer wear must be removed as they enter the building and must not be put on until they leave the building at the end of the day.

## 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

# ATTENDANCE

## ABSENCE

If your child cannot attend school, please make sure you telephone the school **on each day** of their absence before 8:30am – 0113 2265454 and select the option to be connected to the absence line.

Failure to inform us in this way will result in a school text or phone call home. This will be to alert you to phone school quickly to provide a reason for absence. We must have an explanation for any student who is not in school.

On return to school after an illness, students must bring a signed letter from you stating how many days they were absent and for what reason. This must be given to their Form Tutor.

If your child's attendance falls below 95% we will not authorise any absence unless relevant medical evidence (e.g. prescription/appointment card/hospital letter) is provided.

## PUNCTUALITY

Students are expected to be in school between 8.00am and 8.20am. The back gate by St Margaret's church will be shut at 8:20am.

The movement bell will sound at 8:20am and students should move to their form group class for Tutor Time which starts promptly at 8:25am. Students arriving after 8:25am will be expected to sign in at the Late Desk. They will receive one 'LTS' stamp (Late to School) in their planner. When a student is late more than twice in a half-term period, they will receive a same day detention for 35 minutes. You will receive a text notification. Students will then receive a same day detention for any subsequent lates.

For safeguarding reasons, it is important that students comply with these procedures. Therefore, any student not following these procedures by attempting to avoid a 'LTS' stamp may find themselves in Inclusion.

## EXCEPTIONAL LEAVE OF ABSENCE (during school time)

We place a high priority on attendance and punctuality. Please encourage your child to be punctual. School lessons start at 8:25am and Registration closes at 8:30am. The only way to be successful is to be here, all of the time. We expect 100% attendance.

School holidays account for 13 weeks of the year and you are expected to arrange all family **holidays or other events** during these times. It is only the Headteacher who can authorise leave of absence during term time, and it is only in **very** exceptional circumstances that this will be granted. We will not permit any holiday request during term time. This interrupts continuity of teaching and learning and disrupts the educational progress of individual children. Families do not have a right to take their children out of school for the purpose of family holidays or trips abroad.

If a request has to be made, you must complete the "Application for Exceptional Leave" form which is available from the school or the website and must be submitted 10 days prior to the requested date.

# EMERGENCY CLOSURE DETAILS

Unforeseen closure – details will be put on the school’s website: [www.horsforthschool.org](http://www.horsforthschool.org). We will also text/email parents. Please also listen to Radio Leeds: 92.4-95.3 FM

Poor weather forecast - check the website regularly - we will issue warning emails/texts if possible.

We get weather warning feeds from the Met Office which help us to make closure decisions. On very bad weather occasions, we will delay the opening of school, to allow students and staff to travel safely; again details will be on the school website if this happens and on Radio Leeds.

## ROUTINES & PROCEDURES

### DAILY STRUCTURE

We operate a two week lesson cycle with 5 lessons per day. Timings are identical whether it is week 1 or week 2.

<b>Arrive in school</b>	8:00 – 8:20
<b>Tutor Time</b>	8:25 – 8:50
Lesson 1	8:50 – 9:50
Lesson 2	9:50 – 10:50
<b>Break</b>	10:50 – 11:10
Lesson 3	11:10 – 12:10
<b>Lunch</b>	12:10 – 12:50
Lesson 4	12:50 – 1:50
Lesson 5	1:50 – 2:50
<b>End of school</b>	2:50

# ORGANISATION

You can help your child by encouraging them to check their planners daily for homework and to complete it the night it is set where possible. We offer a homework club for students which can support them with this. They can go into the library between 8:00 am and 4:00 pm Monday to Thursday to complete work or can visit the ELC computer suite at lunch and after school most days.

Please encourage your child to check their planner and pack their bag the night before so that they are organised and prepared for the next day.

# SCHOOL LUNCHES

We have flexible dining choices; students could eat a packed lunch one day and buy a school lunch the next.

We recommend a hot, freshly made healthy school lunch for learning and focus. Our lunches are made by a team of experts; they are delicious, exciting and nutritious. Our chef tries to use local suppliers and produce where possible.

Breakfast snacks can be purchased at break time in the main diners. These can be eaten in the dining areas.

Lunches are served in the main dining areas; these are varied, involving sandwiches, light snacks and full meals with dessert. Hot lunches can be eaten in the diner or Y7 can use their own social area.

**Please note that high sugar, high energy drinks are not permitted in school.** If these are brought into school they will be confiscated. We urge you to consider healthy packed lunch options; we are a healthy school and promote this wherever possible. Packed lunches can be eaten in the Diners and in the Courtyard.

More information on packed lunches can be found on our main website. We provide vegetarian options daily and we will cater for special dietary needs on request. Please contact Mrs E Cheah for this.

# BREAK AND LUNCH TIME

Year 7 have their own space for break and lunch times. This is a partially covered, secure area which is manned by a member of staff daily. Snacks and packed lunches can be eaten here. This is an area specifically created for Year 7s to use in their spare time.

The dining spaces are open at break and lunch, packed lunches can be eaten here.

The Library is open at break and lunch. This is a silent learning area for students to read in their free time.

We also have our LINK provision for some of our more vulnerable students and those requiring an alternative area for break and lunch by prior arrangement.

# CASHLESS CATERING

To provide a more efficient food and snack service for our students, we operate a cashless catering system. This means all the food, snacks and drinks at the tills for both break time and lunch do not accept cash. Instead students use a payment card. The card is either topped up on-line or students can use cash at the machines in school to top up their cards.

The cards are used to swipe the tills. Students are able to check their balance using the machines in school.

The cards will be issued to your children on the first day in September. A letter with your password and instructions on how to access the on-line facility which is called Parent Pay will be available in September. Cards need to be activated on-line in order to use them and this is also done on Parent Pay. The [Parent Pay](#) link is on the school website or it can be accessed through the internet.

# LOCKERS

The school is well equipped with lockers to store belongings. Lockers are situated in key areas all around the school.

We recommend that students rent a locker for the duration of their time at Horsforth. They will have heavy bags and equipment; lockers are an easy, safe and convenient means of storage. Lockers cannot be swapped or shared.

The rental charge for the full 5 years is £15, (which is £3 per academic year) plus £5 for a padlock. Students can bring their own padlock from home if they wish or purchase one from school. Please note the charges are non-refundable.

To rent a locker, you must complete the locker request form; this will be given to students by Form Tutors in September. Payment must be made via ParentPay. Upon receipt of payment and form, the Facilities Office will allocate a locker. We will try our best to give your child a locker close to their form room.

# GETTING TO AND FROM SCHOOL

Many of our students walk to school, but please remember to keep to the pavements and use the pedestrian crossings. Be aware that the roads near school get very busy and there are lots of cars around. We ask that students are vigilant and pay attention at all times.

Students should enter school through the student entrance.

We encourage students to cycle to school and we have a secure cycle storage unit at the top entrance behind the Bungalow. It is open 8:00am – 8:25am and 2:50pm – 6:00pm each day.

If you are bringing your child to school in a car, please do not park or drop off on the yellow lines outside the school entrances. We would advise dropping students off before you get to Lee Lane East. The area around school is heavily congested at the start and finish of the school day and we must be mindful of local residents and parking infringements.

# UNIFORM

Our uniform is smart and sensible whilst being practical and easy to maintain. We hope that our students wear it with pride. They represent the school whilst they are wearing our uniform; they are ambassadors for themselves and our community. Therefore we have high standards and expectations of students with regards to dress. We expect all students to abide by our uniform policy; students will be challenged and sanctioned where they fall short of expectations and we will make contact with home. Students will be sent to the inclusion unit or sent home for repeated offences. Like all of our expectations, it is about choice and consequence. Similarly, with the PE kit, students must organise themselves to bring the correct kit on the day they need it. If they fail to do this, sanctions will be incurred and they will have to borrow a spare kit. Please support us with our uniform policy,

BOYS	GIRLS
White smart cotton shirt- no polo tops Top button fastened, tucked into waistband. School tie should be for the correct Year Group. It should be visible, revealing the coloured stripes.	White cotton smart shirt – no cropped blouses, polo tops Top button fastened, tucked into waistband School tie should be for the correct Year Group. It should be visible, revealing the coloured stripes.
Black logo jumper - No cardigans to be worn	Black logo jumper -No cardigans to be worn
Black tailored trousers Trousers should be plain: no patches, extra pockets. No denim, no cords. Not hipsters, not tight fitting or skinny fit. Black belts only.	Black tailored trousers <b>or</b> school logo skirt Trousers must be plain and a tailored fit : no patches, extra pockets, buttons. No denim, no cords. No hipsters, not tight fitting or a skinny fit. No “Miss Sexies” trouser brand. Black belts only. Skirts must be the school logo skirt only. (available at stockists) Worn no higher than 5cm above the knee.
Plain black shoes only, including black soles made of leather or leather imitation. Black shoes laces. No trainers, no pumps, no boots.	Plain black shoes only, including black soles made of leather or leather imitation, black laces Flat, no heels. No trainers, no pumps, no boots. no sandals
Plain black, grey or white socks.	Plain black or white ankle or knee socks only. No over the knee socks. Plain black thick tights.



## BOYS - PE KIT

## GIRLS – PE KIT

School logo white T-shirt Black/ green plain rugby/hockey jersey top School logo black fleece	School logo white T-shirt Black/ green plain rugby/hockey jersey top School logo black fleece
School logo Black shorts School logo Black tracksuit bottoms	School logo Black shorts School logo Black tracksuit bottoms
Green socks and shin pads for hockey/football	Green socks and shin pads for hockey/football
Sport trainers and Football/rugby boots for field	Sport trainers and Football/rugby boots for field
The wearing of gum shields is recommended for rugby/hockey. The wearing of shin pads for hockey/football is essential.	The wearing of gum shields is recommended for rugby/hockey. The wearing of shin pads for hockey/football is essential.

## Uniform Suppliers

Compulsory items of school uniform that have our school logo on such as the jumpers, ties, skirts and PE kits will be available to purchase at two local stockists.

- 1. Whittakers** 3/5 Town Street, Farsley, Leeds LS28 5EN  
Tel: 0113 256 6020

Parents/carers can visit the shop, purchase over the phone or order online at [www.whittakersschoolwear.com](http://www.whittakersschoolwear.com)

- 2. P.C Sports** 67 High Street, Yeadon, Leeds, LS19 7SP  
Tel: 0113 250 7988

Parents/carers can visit the shop, purchase over the phone or order online at [www.pcsports.co.uk](http://www.pcsports.co.uk)

**Please visit our main web site for full details of the school uniform policy** [www.horsforthschool.org](http://www.horsforthschool.org)



# KEEPING SAFE

## MEDICAL TREATMENT

A student requiring first aid or other medical treatment should go to Main Reception, where they will be attended to. No child is sent home without contact having been made with a Parent/Carer or nominated emergency contact. To maintain open channels of communication, it is essential that you keep the school up to date with emergency contact and numbers, particularly where these might change because of new mobile phone numbers. Students should store medicines at Student Reception. If there is a medical problem, students should always go the reception and not contact parents directly. Students cannot use their phones in school.

It is essential we have up to date information regarding any medical condition your child may have.

## ILLEGAL SUBSTANCES IN SCHOOL

Horsforth School has a clear policy on illegal substances in and in the vicinity of school and on school visits, including college placements. Students need to know that if they are found in possession of, or supplying these, parents will be informed and the police are involved immediately. Students involved in any such activity will be subject to a detailed investigation. Where there is evidence that this is not a first offence and there are no extenuating circumstances, the Headteacher will recommend a permanent exclusion.

## INTERNET SAFETY

Please talk to your child when it comes to the use of social networks. Ensure you know what sites they are using and ask if they know how to stay safe. They must use privacy settings and never share passwords. Ensure they know where the reporting tools are if they need them – these vary. Use parental controls on all social networks, including Facebook, Instagram, YouTube, Twitter and in particular Snapchat. Please ensure students are in “Ghost Mode” on their location settings for Snapchat.

Please read our top tips about using social media safely on our website, under our safeguarding tab (green type).

## CEOP

We encourage all parents to visit the CEOP website:

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Help and advice about your child's on-line safety can be found on this site.

Cyber bullying is dealt with seriously. The police are always informed.

# KNIVES OR OTHER OFFENSIVE WEAPONS IN OR NEAR SCHOOL

Within our West Yorkshire cluster and Horsforth School in particular, we do not have the knife culture which may be experienced in other areas, but we are not complacent.

We have a zero tolerance policy on all forms of violence. This is embedded through the school ethos, the school rules and expectations. The education around the use and abuse of weapons and dangerous objects is delivered specifically in Life Skills and in year assemblies.

## The law:

- It is illegal to carry a knife if there is intent to use it, even defensively, as a weapon, even if the knife belongs to someone else.
- Police can and will search someone if they believe they are carrying knife. Police and school staff can also search young people for weapons in school.

If a student is believed to be in possession of a knife and there is sufficient evidence that it has been used to threaten or cause violence, the following guidelines will apply:

A search will be conducted. The police and parents will be informed. An investigation will follow. If there is sufficient evidence, there will be a recommendation for permanent exclusion. The Youth Offending Team will be alerted.

Students must **not** bring in laser pens or sharp objects.

## BULLYING

The school takes bullying very seriously. Our team of anti-bullying ambassadors and high profile work around bullying, including the bully box are just some of the procedures that work to prevent bullying at Horsforth School. We have created an environment that encourages students to feel confident about reporting any issue around bullying. They know we will deal with it effectively and quickly, yet sensitively. We will always work to support the victim and also with the bully to change their behaviour. To support our policy, we ask parents to encourage students to talk to adults at school if they think someone is being bullied at school. This could be their Form Tutor, any teacher, Miss McFadden, Mrs Nowell or a member of the Student Support Team.

For more information on anti-bullying, please see our website under the safeguarding tab.

## AEROSOLS

Aerosols can cause a problem for anyone who suffers from breathing difficulties, not just asthma sufferers. Therefore, we prefer that they are not used in school or brought to school. Students can bring roll-on deodorant to use after their PE lessons.

# SAFEGUARDING AND CHILD PROTECTION

Sometimes young people and children can hurt or feel frightened in different ways. It might be that you are being bullied, or being hurt by an adult, being touched in a way you do not like. If you feel uncared for, under-fed, or you are shouted at a lot, or feel unsafe at home.....this could be abuse and not your fault. There is help both at school and outside of school.

Children and young people have the right to be safe and be listened to

## Abuse can take many forms:

**Physical** – hitting, shaking  
**Sexual** – forcing sexual acts  
**Emotional**- bullying, blaming  
**Neglect** – no food, being left alone  
**CSE – Child Sexual Exploitation** – where children are tricked by gifts, money and drugs in exchange sexual acts  
**Forced marriage** – when you do not agree/ give consent to a marriage  
**FGM** – female genital mutilation

## Internet Safety

Remember that whilst the internet is great for your school work and socialising; not everything you read on there is true. There can be people using false identities with dangerous motives. Tell an adult you trust if you see something you are unsure of and go to [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk) for further tips and advice.

## Who do I talk to in school?

### Designated Child Protection Staff

You can talk to any member of the school staff; but we do have specialist school staff who deal with student safety and protection.

## Who do I talk outside of school?

Talking about your worries can make you feel better. Talk to your parents, youth worker, school nurse, a doctor or trusted family friend.

### Useful numbers and websites:

**Child line** 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

**NSPCC** 0808 800 5000 [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**NSPCC Asian Child protection Helpline:**  
0800 096 7719

Internet safety: [www.kidsmart.org.uk](http://www.kidsmart.org.uk)

Forced marriage: 0800 5999 247

CSE – 0800 389 1701

FGM- 0808 028 3550

# WHEN THE FIRE ALARM SOUNDS

Year 7 will have a fire practice in their first week at Horsforth School so they know exactly where to go and what to do when the fire alarm sounds.

When the fire alarm sounds, students must leave their classroom immediately. They will follow their class teacher, who will lead them out of the building by the nearest allocated exit.

Each form group has an allocated space on which to line up. Form group letters are painted on the floor for this.

Students will assemble and line up in register order in their designated area in their Form Tutor groups. Their Form Tutor will then take the register

All students have regular whole school fire drills throughout each academic year.

**Students must be silent for the whole fire practice;** this is a serious safeguarding practice and it must be treated in this way. Failure to comply with this will result in a Whole School Detention.

# REWARDS AND SANCTIONS

## CREDITS SYSTEM

We believe that good behaviour, attainment, effort and progress deserve to be rewarded; this belief is at the core of our Positive Behaviour Policy. Students will always be praised verbally for excellent attitude, effort, work and contribution.

- Students are allocated a bank of credits each lesson which they will retain for good behaviour.
- Teachers award bonus stamps for outstanding work and contribution.
- Credits are recorded electronically. Students will be given an update of the running totals every half-term. Students with a high total of credits are rewarded with Pastoral events/Headteacher's praise/Rewards Day and lunches.
- At the end of the school year, a final credit total is taken, which allows the student to choose an activity on Rewards Day.
- We hold Achievement Assemblies in the spring and summer terms to celebrate sporting, academic achievements and character strengths.

## SANCTIONS

- For poor behaviour in a classroom, students are always issued with a verbal warning to stop and modify their behaviour.
- If poor behaviour continues, students are issued with behaviour comments.
- The planner is extremely important. They cannot be in a classroom without it.
- Students will be given comments for being late, no homework, uniform worn incorrectly, lack of work, litter and eating in the wrong place.
- Continued low level disruption could result in a lunchtime or after school detention.
- Any 5 negative comments in one week or removal from a lesson will automatically result in an after school detention.
- Detentions are held on Tuesday and Thursday 3-4pm. You must check the planner for notifications and dates. This is the way we communicate these with you.
- Students who fail to attend a detention will be given a Head Teachers detention which is for 90 minutes on a Friday. Persistent refusal will lead to a day in the Inclusion Unit and parents informed.
- Same day detentions are issued for students who are late to school. These run for 35 minutes. You will be sent a text
- For serious incidents of poor behaviour we have an Inclusion Unit and an on-site Exclusion Centre which we use alongside fixed term exclusions.

## PHONES & ELECTRONIC DEVICES

Phones and electronic devices are brought to school at your own risk. All phones must be in a bag and **switched off** during the school day. They must be silent and invisible. Phones cannot be used at all on the school site from 8am – 4pm. If a phone is found on the person or being used it will be confiscated and students will receive a sanction.

Phones must **never** be used to take photos or videos in school. This could result in an Exclusion.

We recommend that students do not bring valuables into school, especially the following items:

- computer games, cameras, jewellery

# PROGRESS

## MARKING, ASSESSMENT & REPORTING

Students are regularly assessed in all subjects to ensure that work is appropriate to their needs, to check on progress made and to allow us to inform parents. You can expect the following communications within an academic year:

- A full written report for all subjects
- An opportunity to meet your son/daughter's Form Tutor in November (non-academic)
- Progress review sheets in the planner 4 times a year
- A Parents' Evening in the Summer Term

If you have any concerns about progress, you may contact your child's Form Tutor, or subject staff at any point throughout the academic year.

## ATTITUDE TO LEARNING (ATL)

Subject teachers award an Attitude to Learning score, 1- 6. This is done 4 times throughout the year. ATL6 means that students make an outstanding effort to learn and they have a first class attitude to learning in the classroom and at home.

ATL Score	Attitude to learning
6 Exemplary	Goes above and beyond in their own learning. Puts consistently high levels of effort into both class work and homework.
5 Motivated	Takes pride in their learning. Good effort is shown through class work and homework.
4 Coasting	Puts at least the minimum effort required into both class work and homework on a regular basis, but goes no further.
3 Unmotivated	Effort towards both classwork and homework is inconsistent, and is often below the minimum expectations.
2 Disengaged	Consistently makes little effort with classwork or homework.
1 Unsatisfactory	Shows no effort with classwork or homework.
0	Does not attend lessons

## ENRICHMENT

We very much hope that there is far more to school than the time a student spends in the classroom. The school provides a very wide range of extra curriculum and enrichment opportunities both in the form of clubs and activities at lunchtime and after school, to trips and visits in both term time and the holidays. Whether you are sporty, musical, artistic, dramatic, keen on literature, writing or chess there is something for you.

Additional music lessons are also available via our music department. If this is something you are interested in please contact the Curriculum Leader - Music. Extra-curricular activities and enrichment opportunities are a great way to have fun and make new friends.

# CAREERS

All students in years 9, 10 and 11 will be given independent careers guidance by our in-house Careers Advisor, Mrs P O'Donnell. She also works with year 10 students helping with their work experience placement which is held in June. Parents of younger years can always make an appointment should they wish to. Students in lower school study careers through life skills lessons.

# SEND

Our aim is to ensure that all students have equal opportunities to succeed, both within the academic curriculum, and socially. Where there are specific learning needs, our SEND Team will ensure that the needs of those students are addressed. They will continue to work closely with all relevant agencies, to ensure Special Needs students settle happily into the school and achieve their potential. Miss McFadden works with staff from the feeder primary schools to ensure all SEND information is carried through to us in September.

# RS

Academies and free schools are contractually required through the terms of their funding agreement to make provision for the teaching of RS. Further information concerning RS in academies and free schools is given below.

- Academies and free schools must teach RE within the requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain';

- The law gives parents the right to withdraw their child from collective acts of worship and/or RS lessons. We respect that right but would ask that you make an appointment with the Curriculum Leader RS to discuss the matter first and follow this decision with a formal letter to the Headteacher.

# PSHCE (SRE & Health Education)

The intent of the schools PSHCE programme is for all Horsforth students to grow into well rounded, happy, healthy individuals who can relate to and deal with the challenges of the modern world. Our curriculum ensures our students make informed decisions about their health, safety, relationships and decisions for their future. It gives them the tools they need to thrive in school and beyond. Students will be encouraged to respect, empathise and understand diversity. It will be an arena for sensitive discussions and questioning.

Our curriculum promotes qualities of confidence, resilience and responsibility. It is fundamental to our SMSC education and promotes Fundamental British values and the Horsforth Character builders. Some aspects of this statutory of Sex, Relationships and Health Education are delivered across the whole school curriculum. It is a whole school approach.

# YEAR 7 CURRICULUM OVERVIEW

Below is an outline of the subjects that Year 7 are taught:

## Design (Art and Technology)

In Art, we encourage students to be imaginative, creative and skilful and proud of the work they create. Starting by investigating the work of other artists and cultures, students create their own responses in a range of media. By developing knowledge, skills and understanding of processes and techniques they become confident in creating their own art works. In Technology we aim to provide pupils with practical activities in which they will develop their ability to design and make using a range of materials e.g. food, fabrics, wood, plastics and card. All pupils will experience Food Preparation and Nutrition and Design and Technology during Year 7. During this time, pupils will build upon their skills using a range of equipment so that they can work safely, hygienically and with increased confidence when working independently and in group situations. Pupils will also develop their knowledge of the function and the properties of the materials they are working with.

## English

As an English department, we deliver a programme of study that aims to unlock every student to their full potential to help them navigate the world around them - a world where the ability to communicate successfully and interpret effectively is vital. Over the course of Year 7 they will be introduced to a range of stimulating and challenging texts and authors, including Dickens and Shakespeare. There is a focus on our literary heritage and traditions as well as exciting contemporary texts such as 'The Breadwinner'. We hope that engagement with reading carries on at home and look to support this with class readers throughout the year. Students study a range of poetry in addition to writing their own. They will build on their core knowledge of writers' methods and contexts to explore texts critically, whilst developing their own vocabulary, understanding of structural devices and use of punctuation in order to express their ideas and feelings convincingly. Over the course of the year they organise projects around the theme of adventure, 'The Three Musketeers' and 'A Midsummer Night's Dream'. They will be challenged through our mini-schemes to explore key themes that link across key stages 3 and 4 such as power, politics, revolution and rebellion. We strongly believe there should be joy in learning as well as high academic expectations, students will be challenged and encouraged to develop their independence. Our hope is that through this, all students, at every level of ability, are interested in and inspired by their study of English Literature and Language, fostering an appreciation and enjoyment that goes beyond the classroom.

## Geography

Students will gain an understanding of place, on local, national and global scales. Skills such as; mapping, decision-making, analysing, describing, explaining, evaluating and crating will be reinforced through learning in lessons and homework schedules. In the classroom, students will be taught using a range of activities including group and paired work, which along with homework tasks, seeks to promote independent learning. For students who need extra help or reassurance, our Thursday evening "drop-in" sessions are there to help them. Topics in Year 7 cover key skills and the home region, issues connected with Antarctica, causes and effects of flooding and the causes and effects of earthquakes.

# History

Did Richard III really murder his nephews? Was Nelson the most significant person in our history? Why did Henry break from Rome? Year 7 History gives students the opportunity to investigate and solve history's greatest mysteries. In your first term you will look at a variety of different topics from different time periods to develop your historical skills. By the end of the year 7 you will then be able to investigate topics in detail such as the nasty Normans and the reality of life in Medieval England. By making timelines, castles, solving murder mysteries and investigating sources you will learn the real truth of what early Britain was really like. We will even discover how Henry VIII destroyed Kirkstall Abbey with a visit in June.

# Maths

In maths lessons we aim to develop and build on core numeracy skills, whilst introducing students to new mathematical concepts. Students will consolidate their understanding of place value, calculations with all four operations and fractions, decimals and percentages. They will learn to use these skills in context and solve a range of mathematical and everyday problems. Group work and independent learning are encouraged through activities which allow pupils to explore open ended problems using their own methods and explanations. Students will also study basic geometry and begin to develop their skills with algebra. For pupils who wish to build their confidence or complete extra work independently, we offer a weekly 'Maths Surgery' drop-in session on a lunch time. We also encourage students to practice their multiplication tables and mental maths at home as often as possible.

# MFL

In year 7 MFL the topics of Greetings, Talking about Yourself, Family and Pets, Describing School and Home and what you do in your free-time are studied. Within these contexts they develop their listening, speaking, reading and writing skills in the foreign language, while formulating simple and compound sentences in the Present Tense and giving justified opinions. These skills are developed by using a variety of activities and resources both in the classroom and for homework, including interactive websites, kinaesthetic activities, use of mini-whiteboards and paired or group speaking work. Students are also provided with a support booklet to assist them with their studies and strengthen independent study skills.

# Music

Students will study music in mixed-ability groups completing a variety of topics and developing key skills. With an emphasis on practical music making, Year 7 students investigate slave songs, computer sequencing, Indonesian Gamelan music, an introduction to composition, plus an extended whole-class performance topic. Each of these topics further the three core skills of composition, performance and aural skills. Many students will opt to further their musical education by studying singing or an instrument on top of their classroom tuition. All abilities and age groups are welcome to join in with our rich, varied extra-curricular program, and to take part at our numerous annual music events.

## PE

Physical Education aims to develop student's skills and understanding across a wide range of activities. Games activities allow students to explore varied ways of outwitting opponents using a range of strategies and tactics. Gymnastics and Dance allow for creativity and expression whilst athletics challenges students to work at maximum levels in a number of events. All our activities develop social skills through teamwork, leadership and cooperation. As well as performing, students will experience other roles such as official, leader and coach. For those who want to develop their skills further, we run an extensive extra-curricular programme across a number of activities.

## RS

The department prides itself on providing opportunities for pupils to learn about beliefs and practices all around the world. We also link the study of RS to students' lives and the local community. Religious Studies aims to develop key enquiry skills including investigation, interpretation, evaluation and reflection. Students explore a range of topics beginning with a reflection on their primary school experience of RE studying the 6 main world religions. They will then go onto study religious role models and leaders, religious festivals, religious practices in the Quaker denomination, and finally Judaism (which is linked to our KS5 A-Level). Lessons will enable students to work in a wide range of ways to suit learning styles and develop independent learning and resilience to solve problems, including group work, research tasks and personal reflection. All lessons will promote social, moral, spiritual and cultural opportunities.

## Science

The purpose of science is to develop the skills of working scientifically in different contexts over year 7. Development of key skills such as planning of an experiment, processing data and making conclusions, and evaluating experiments are routinely practised. Topics covered in year 7 include, particle theory, elements and compounds, forces, types of energy and waves and cells, ecology and reproduction. Each topic requires some element of modelling a concept and using models to explain hypothesis and observations of experiments. Students will have the opportunity to apply their learning to many extracurricular opportunities such as science club and the annual year 7 science fair.

## Drama

In Year 7 students get one lesson a week of drama in a purpose-built Drama studio! We start with the basics via a mime module then cover a range of exciting topics and skills. Students will work in groups and get the opportunity to plan and perform their own ideas. Our schemes of work include the scary 'Night at the Waxwork Museum' and the emotional 'Timothy Winters' scheme. Drama lessons help build confidence and encourage communication skills as well as allowing students to perform a variety of different roles. In addition, Year 7 Drama club is offered after Christmas and is an exciting chance to work with the sixth formers on extra-curricular work. Also, there is always the Year 7 Theatre trip for those who want to expand their horizons and see the professionals at work in local theatres, recent trips have included Lion Witch Wardrobe and Matilda!

# Computer Science

In Year 7 we encourage the use of Digital Skills and computational thinking and creativity to understand the ever-changing world in which we live. We develop skills that our pupils will need in an ever-changing environment. Computing has links many subjects such as mathematics, science, design, engineering and technology. The core curriculum of Year 7 computer science, in which pupils are taught the values of Digital Skills, data manipulation, problem solving and how digital systems work and how to put this knowledge to use through programming using the language called Python. Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

## WEBSITE

[www.horsforthschool.org](http://www.horsforthschool.org)

There is lots of information available to Parents/Carers on the website including the school calendar, prospectus and contact information, Ofsted reports and advice about curriculum options at different stages of your child's education. There is also some advice about e-safety.

When students log in they will be able to access information and resources provided by departments to support their independent learning. Many teachers also use 'Class Sites' created for specific subject classes, where resources will be supplied specifically for that class and where your child may be asked to upload work for assessment.