



# **STUDENT HANDBOOK AND ORGANISER**

2019 - 2020

## School Day September 2019 to 2020

Time	What?
8.30 – 9:00am	Tutorial Time
9:00 - 10.00am	Period 1
10:00 - 11:00	Period 2
11:00- 11:30	Break
11.30 - 12.30	Period 3
12.30 - 1.30	Period 4
1.30 - 2.00	Lunch
2.00 - 3.00	Period 5

## Term Dates 2019 / 20

### AUTUMN TERM 2019

**Staff inset days:** **Monday 2nd & Tuesday 3rd September**  
 Student start day: Year 7 & 11 - Wednesday 4th September  
 Year 8-10 - Thursday 5th September  
 Half term: Monday 21st October - Friday 1st November (2 weeks)  
 Student start day: Monday 4th November  
 Term ends: Wednesday 18th December at 1pm

### SPRING TERM 2020

Student start day: Monday 6th January  
 Half term: Monday 17th - Friday 21st February  
**Staff inset day:** **Monday 24th February**  
 Term ends: Friday 3rd April at 1pm

### SUMMER TERM 2020

Student start day: Monday 20th April  
**Bank Holiday:** **Friday 8th May**  
 Half term: Monday 25th May - Friday 29th May  
 Term finishes: Thursday 17th July at 1pm

Two further Staff Training dates to be confirmed.



**Lynch Hill**  
**Enterprise Academy**  
 Stoke Road  
 Slough  
 Berkshire  
 SL2 5AY

**Telephone:** 01753 691583

**Email:** office@lhea.org.uk

**Web Address:** www.lhea.org.uk

**Absence Notification Number & Email:**  
 01753 691583 attendance@lhea.org.uk

**Headteacher:** Mr C. Thomas

**Head of Year 7:** Mr J. George

**Head of Year 8:** Mrs M. Oakley

**Head of Year 9:** Mr S. Mann

**Head of Year 10:** Mr F. Chaudhry

**Key Stage 4 Leader &**  
**Head of Year 11:** Ms H. Malpas

Name	Form Tutor
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At Lynch Hill Enterprise Academy we are committed to creating a safe, inclusive and supportive community of students, parents and staff where diversity is celebrated and equality is promoted. We have the highest expectations for every young person's achievement and are united by our aim to help all to excel.

We believe learning is life enhancing and should be enjoyable and challenging; good behaviour for learning will enable our students to be successful learners. We value mutual respect and collaboration and we promote self-discipline to enable our students to:

**Aspire:** *be the best you can be.*

**Achieve:** *high achievement is the shared responsibility of all.*

**Succeed:** *aim for success in academic, personal and future endeavours.*

## 1. The Parents I / We will:

see that my/our child goes to school regularly, on time and properly equipped, and let the school know, as soon as possible, if my child cannot attend;

let the school know about any concerns or problems that might affect my / our child's work or behaviour;

support the school's code of conduct for behaviour (enclosed within);

support my / our child in homework;

attend Parents' Evening and discussions about my / our child's progress;

look at and sign the student planner on a regular basis.

## 2. The School will:

contact parents if there is a problem with attendance, punctuality or equipment;

let parents know about any concerns or problems that affect their child's work or behaviour;

provide an annual Report;

set, mark and monitor homework and provide facilities for children to do homework in school;

arrange Parents' Evenings during which progress will be discussed;

keep parents informed about school activities through regular letters home, update and notices about special events.

### 3. The Student will:

wear my uniform and bring the right equipment to school.

come to school every day on time

be safe and think about the safety of others

take care of our school and equipment

listen to my teachers and work hard

do my homework

behave well inside and outside school and be polite and helpful to others.

let an adult know if I have any worries, and take all letters and messages home

show concern and consideration for others.

Signed : \_\_\_\_\_ ( Parent / Carer )

Signed : \_\_\_\_\_ ( Tutor )

Signed : \_\_\_\_\_ ( Student )

➤ **If I am late?**

Sign in at the attendance office.

➤ **If I have a dental or medical appointment?**

Show your letter to your Form Tutor who will sign it. Sign out at Reception and show your letter again.

➤ **If I have lost anything?**

All property should be marked with your name. Look in the lost property box.

➤ **If I don't understand my homework?**

See your subject teacher, your Form Tutor or a friend.

➤ **If I have forgotten my homework / PE Kit / materials for D&T, etc?**

Explain to your teacher before the lesson.

➤ **If I get something confiscated?**

Arrange with the teacher who has taken it, when and where it can be collected.

➤ **If I am being bullied or know someone who is?**

Tell somebody - your Form Tutor, a teacher or a friend.

➤ **If I don't feel well?**

Ask your teacher for advice.

Do not phone your parents directly. If you have a concern, speak to a member of staff who will decide on the appropriate course of action.

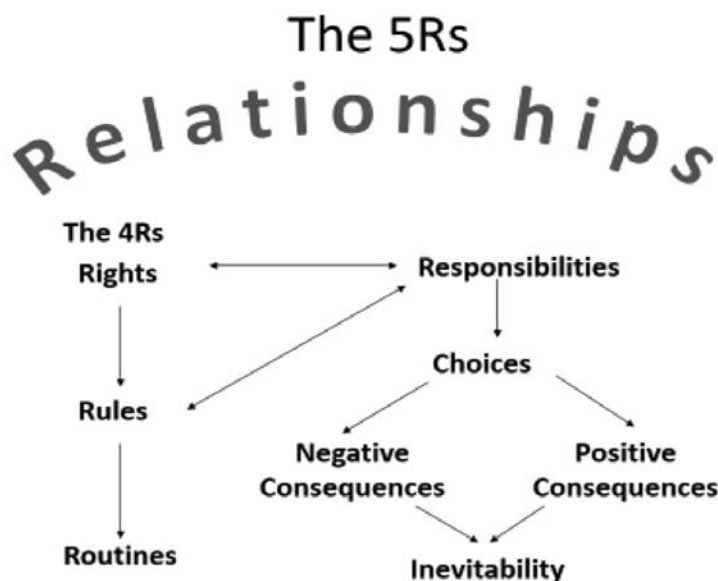
➤ **If I lose my planner?**

It costs £5 to replace the planner. Purchase it at the attendance office.



The 5Rs framework forms the foundation of the Behaviour for Learning Policy. This framework: rights, responsibilities, rules, routines, provides a clear basis for helping students to develop the social, emotional and behavioural skills they need to become effective learners and well-rounded citizens.

The 4Rs are overarched by a fifth 'R' - 'relationships'. Positive relationships are a fundamental prerequisite for a healthy climate for learning.



Students need to be taught the connection between the parts of the 5Rs framework. For example, they need to understand that to enjoy the right to feel safe, they have a responsibility to behave in a way that lets other students feel safe.

We stress the relationship between the choices that students make about their behaviour and the consequences applied by the adult. For example, good behaviour for learning is promoted and encouraged by the use of rewards. However, when behaviour interferes with basic rights or breaks rules, our usual response would be to apply a consequence designed to help the student make a better choice next time. Students learn to take responsibility for their own behaviour by understanding that their actions have consequences.

## **As a student at Lynch Hill Enterprise Academy I agree to ...**

### **Care for others by ...**

- ✓ Having good manners, being cooperative and using courteous language
- ✓ Listening carefully when instructions are being given
- ✓ Behaving in an orderly fashion when moving around school as well as when travelling to and from school
- ✓ Being respectful of classmates' rights to express different views
- ✓ Looking after the safety of others by ensuring that no dangerous or illegal items are brought into school including aerosols
- ✓ Respecting each other's personal space

### **Show respect by ...**

- ✓ Taking care of my property and that of others
- ✓ Treating all school equipment and furnishings thoughtfully
- ✓ Keeping the school environment clean and tidy and using litter bins
- ✓ Staying on site and in designated areas
- ✓ Being punctual
- ✓ Only eating and drinking in designated areas of school- no chewing gum or fizzy drinks
- ✓ Asking for permission to be able to drink water in class
- ✓ Visiting the toilet and lockers during break and lunch times only

### **Take personal responsibility for myself in school by ...**

- ✓ Following the classroom rules
- ✓ Having mobile 'phones and personal music players switched off and out of sight
- ✓ Completing classwork, homework and coursework to the best of my ability
- ✓ Keeping an accurate record of work set and other relevant information in my school planner
- ✓ Wearing the school uniform correctly so that I am smartly presented and a credit to myself, our school and my family
- ✓ Ensuring that I don't wear make-up
- ✓ Keeping my hair tidy and not dying/colouring my hair or having extreme haircuts and styles
- ✓ Remembering that the only permitted jewellery is plain ear studs – one per ear
- ✓ Leaving valuables at home and not bringing any large sums of money to school

# Student Reminders

**You deserve disruption-free learning, every minute of every lesson.**

Please respect your learning environment and be proud of where you are.

**Thank you for walking along the left side of the corridors and stairwells.**

School is a 'walk and talk' environment; no running or shouting.

**Gum is not permitted in any part of our school.**

Eating is only permitted in the Dining Hall; we do not walk around the school eating.

**Thank you for ensuring that everyone enjoys our excellent facilities**



## SCHOOL UNIFORM

The wearing of full school uniform is expected as an integral part of the school ethos which promotes positive attitudes, high standards and a sense of personal pride.

<b>GIRLS -</b> Trousers – formal office style with a wide leg & width at the ankle (no lycra or fitted trousers) Pleated skirt (knee length only with specified logo) White shirt (short or long sleeve) Green jumper Blazer Tie Socks/Tights – plain white or dark socks or tights in black. Black shoes only	<b>BOYS -</b> Trousers – formal office style White shirt (short or long sleeve) Green jumper Blazer Tie Socks – plain white or dark socks. Black shoes only (no Velcro)
<b>PE Kit</b> Polo shirt (fitted V neck or unisex polo shirt) PE socks Black long sleeve base layer LHEA top Black reversible sports top Skort ¼ zip sports top	<b>PE Kit</b> Polo shirt PE Socks Black long sleeve base layer LHEA top Black reversible sports top Shorts ¼ zip sports top
<b>Outdoor coats</b> Most forms of sensible outdoor coats (waterproof and plain in colour) are acceptable. Casual leisure wear is not regarded as suitable for school. Sweatshirts or hoodies of any description do not qualify as coats.  <b>Scarves</b> Plain and dark in colour.  <b>School bag</b> The only school bag which is acceptable is the LHEA Academy ruck sack or a plain black ruck sack with a logo no bigger than a 50p piece.	

### Jewellery

The only items of jewellery which are acceptable are:

- A small, plain single stud in each earlobe (to be removed for PE).
- Watch.
- Students are responsible for the security of their own jewellery.

Other visible body piercings are not permitted.

### Hair

- Extremes of style and colour are not acceptable.
- Minimum of grade 1 and no tramlines or designs.
- No shaved markings in eyebrows.

## The following items must NOT be worn to school:

- Coloured or patterned t-shirts or tops visible underneath academy shirts.
- Cardigans/ jumpers/non-academy tops/ hooded tops/sweatshirts.
- PE team tops to be worn other than for PE activities.
- Shorts (other than for PE)/ cropped trousers/ jogging bottoms/jeans/ cargo/'skinny' trousers/ jeggings or leggings.
- Trainers/ canvas shoes/ flip flops/ Ugg-style boots/ other boots.
- Coloured, decorated socks or tights, and over the knee socks.
- Brightly coloured headscarves or large/ brightly coloured hair accessories.
- Hats, gloves or scarves worn inside the school buildings.
- Necklaces, facial piercings, multiple/ large earrings, bracelets/bangles or decorative belts.
- Extreme or unnatural hair colours or extreme hair styles

## For uniform offences the following sanctions apply:

- Prohibited additional items will be confiscated.
- Some items may be held until they can be returned to parents.
- Incorrect uniform: pastoral detention at breaktime.
- Any items of uniform provided by the school must be worn by students.
- Persistent uniform infringements will see an escalation in sanctions according to the behaviour policy.

**Full school uniform is to be worn at all times. In the summer term, an announcement will be made when it will be acceptable to remove jumpers.**

**Uniform Supplier: SCHOOL DAYS DIRECT LTD**

**The Uniform Specialist, 652 Bath Road, Taplow, Maidenhead, Berks SL6 0NZ**

**Tel: 01628 665353**

### Girls' School Trousers



### School Shoes



On hearing the alarm, everybody should immediately leave the premises. The following instructions must be followed:

- All students must stand in silence.
- Students leave classrooms in single file in an orderly manner; the member of staff will lead the class.
- Students must line up at your assembly point in tutor groups in single file and in alphabetical order.
- Students must stay in their designated places until an instruction to dismiss is given.

**Never assume that an alarm is a false alarm or practice. Treat every alarm as the real thing.**

**Never be tempted to tamper with a fire alarm. This could cost lives!**

**There will be a serious consequence for any student who sets off the fire alarm as a hoax.**

My Fire Assembly Point Is:-

***THE PLAYGROUND***

### **Every mark counts: School Attendance Target is > 97%**

Regular and punctual attendance is vital if students are to benefit fully from the educational opportunities the school offers.

**Tel : 01753 691583**

**Email: [attendance@lhea.org.uk](mailto:attendance@lhea.org.uk)**

Please call or email to report an absence

If you are not at school, you cannot possibly take part and do well.  
So be there, unless you are genuinely too ill to come to school.

Follow these simple rules:

1. Ensure that you arrive at school by 8.25. Lessons begin promptly at 8.30 and arrival after this time will be recorded as lateness.
2. If you have been absent, bring in a note on the day you return, detailing clearly the dates, and reason for your absence. This note must be written by your parents or guardian and be accompanied with medical evidence where appropriate. We are required by law to keep a record of these notes. We need the note even if your parent or guardian has telephoned the school.
3. Make appointments for routine visits to the doctor or dentist out of school hours.
4. Do not go on holiday during term time.

Remember, absence and lateness will be recorded in your record of achievement.

Rewards will be presented termly for attendance over 98

### **Lateness**

**Sign in at the Attendance office, get a late stamp in your planner and go to your tutor group.**

**1 late in a week without a valid reason = 15 minute Key Stage detention**

**2 lates in a week without valid reasons = 30 minute HOY detention**

**3 lates in a week without valid reasons = 1 hour HOY detention**

## **Our policy is simply "On SITE, out of SIGHT".**

**The use of mobile phones throughout the school day is strictly forbidden. This includes, without exception, break time, lunch time, off site activities and while on the premises at the end of the school day.**

- ✓ The school accepts no responsibility for the loss/damage to mobile phones & electronic devices. If you decide to bring electronic equipment onto the premises, it is entirely your responsibility. If lost or damaged, the school will not be held liable for any replacement or repair.
- ✓ All mobile phones or any electronic equipment, such as cameras, iPods, MP3 players must remain turned off from 8:30 - 15:00 and out of sight. All devices must not be used until you are off the premises.
- ✓ At no time must a mobile phone be used to contact parents (this includes texting); if you feel unwell then please tell your teacher who will direct you to the Main Office, or a member of staff on First Aid Duty, who will make any decision necessary about contacting your parents.
- ✓ If you choose to contact your parents/other student/family members via text message, for any reason whatsoever, you will risk fixed term exclusion.
- ✓ If it is discovered at a later stage that a text message, phone call or photograph has been made or taken using your phone during the school day, a sanction will be issued.
- ✓ If you ignore this policy and choose to use your mobile phone during the day, then you are choosing to have it confiscated by an adult in the school.
- ✓ Refusal to hand over a mobile phone will be considered to be a serious challenge to our authority and the consequence will be either a C6 or a C7.



## STUDENT MOBILE 'PHONE and ELECTRONIC DEVICES POLICY

- ✓ If confiscated, the phone will be returned when a parent or carer comes in to collect it at the end of the school day.
- ✓ Under no circumstances is it permissible to take a photograph of any member of Lynch Hill, adult or student - even with a camera. This is a serious infringement of another person's right and there will be a serious consequence for such an action.

This policy is linked to the Lynch Hill Enterprise Academy Protection Policy / ICT Acceptable use Policy.

I (print name) .....

In Tutor Group .....

Have read the policy relating to mobile phones / electronic equipment and I fully understand and accept the consequences if I choose to break the rules

Students' signature .....

Date .....

## REWARDS LADDER

LEVEL	During Lessons (including tutorials)	Outside lessons	Reward
<b>R1</b>	Active participation in the lesson Improved work ethic Excellent work in class Excellent home work Effective collaborative work Being particularly helpful (assisting in lesson organisation – handing out books, tidying up etc.) Sporting achievement/contribution Effective leadership Achieving a particular target	Being helpful Being kind and considerate towards others	Verbal Praise 1 Achievement point
<b>R2</b>	Any typical R1 behaviour sustained over a period of several lessons	Regular attendance at an extracurricular activity Assisting the school community (Open Evening, Parent Consultation Evening etc.)	2 Achievement points
<b>R3</b>	Tutee of the week		Phone call home
<b>R4</b>	Good Citizenship Award		Golden tickets
<b>R5</b>	Tutor group per year group with highest achievement points for the <b>week</b>		Trophy and sweets
<b>R6</b>	Good Citizenship Award		Half termly raffle draw
<b>R7</b>	Tutor group per year group with highest attendance for the half term		Attendance trophy and Tutor Group breakfast
<b>R8</b>	Tutor group per Year Group with highest conduct points for the whole term		Pizza and film Race to Thorpe Park
<b>R9</b>	100%, 99%, 98% attendance for the term		Gold, silver, bronze certificates
<b>R10</b>	Individual Conduct Award (Highest achievement points minus behaviour points)  Head of Year Award  Student Choice Award		<b>Half termly Celebration Assembly:</b> Certificate and Rewards Token Certificate and token Certificate
<b>R11</b>	High Achiever Award for outstanding work, excellent effort and most improved in a subject		<b>Termly Rewards Ceremony:</b> Certificates
<b>R12</b>	Outstanding ATL (attitude to learning) scores from termly reports (top 20%)		Formal Letter home
<b>R13</b>	One tutor group per year group with the highest number of conduct points across the year		End of year celebration event: Race to Thorpe Park
<b>R14</b>	100% attendance for the whole year		Platinum certificate Tea with the Head

Achievement point totals are <b>cumulative across the year</b>	
Acquiring 20 achievement points	Phone call from tutor
Acquiring 40 achievement points	Postcard home from Tutor
Acquiring 60 achievement points	Phone call home from HOY
Acquiring 80 achievement points	Postcard home from HOY
Acquiring 100 achievement points	Letter home from AHT
Acquiring 120 achievement points	Bronze Certificate
Acquiring 140 achievement points	Silver Certificate
Acquiring 160 achievement points	Gold Certificate
Acquiring 200 conduct points	End of year tea with HT

## CONSEQUENCES STAGED RESPONSE

Every student is responsible for his/her own behaviour and learning. Every student has a responsibility to behave in a way that allows others to learn in a calm and safe environment. Every student makes choices about behaviour. If a student chooses to behave in a way that disrupts learning, the following consequences will apply.

LEVEL	During lessons & tutorials Examples of behaviour	Outside lessons	Likely consequence
<b>C1</b>	Off task chatter Interruption of staff or other students Lack of cooperation Disobeying instructions Misuse of equipment Out of seat without permission Inadequate effort in lesson Shouting out Name calling Late to lesson (less than 5 minutes) <b>Item of clothing additional to uniform</b>	Being in school building at break/lunch  Pushing in queues   <b>Item of clothing additional to uniform</b> <b>Kicking footballs too hard</b>	Positive correction Verbal warning Language of choice Name on board Change of seating   <b>Confiscation</b>  <b>Confiscation</b>
<b>C2</b>	Misbehaviour after two warnings/failure to comply with C1 request Late to lesson (more than 5 minutes) Argumentative behaviour Inappropriate use of language Rudeness Failure to complete homework Eating in lessons Name calling (racist, sexist, homophobic)  <b>Late to school without a note</b> <b>Incorrect uniform</b>  <b>Incorrect equipment</b> <b>No planner</b> <b>Planner not signed</b>  <b>Mobile phone</b> <b>Make-up/nail varnish</b>	Spitting Dropping litter Eating in the school building         <b>Mobile phone</b> <b>Make-up/nail varnish</b>  <b>Poor corridor / playground behaviour including play fighting</b>	Break, lunch time detention or after school up to 15 minutes (no parental notice) Spontaneous bag checks to ensure prohibited items are not brought into school (KSL/SLT)  <b>Key Stage break detention for 15 minutes.</b> <b>Tutor detention up to 15 minutes</b>  <b>Confiscation</b> <b>Removal</b>  <b>Lunchtime isolation</b> <b>1 behaviour point (Sims)</b>
<b>C3</b>	Continued C1 or C2 behaviour Failure to attend a C2 detention Persistent lateness to lessons Intimidation of other students Refusal to work or follow instruction  <b>Chewing gum</b> <b>Incorrect equipment twice in a week</b> <b>No planner twice in a week</b>  <b>Failure to attend a uniform or late break detention</b>	Intimidation of other students         <b>Chewing gum</b>	30 minute detention with parental notice  Place on subject report   <b>30 minute detention with parental notice (Head of Year)</b>  <b>Key Stage lunch detention</b> <b>2 behaviour points (Sims)</b>

## CONSEQUENCES STAGED RESPONSE

LEVEL	During lessons & tutorials Examples of behaviour	Outside lessons	Likely consequence
<b>C4</b>	Persistent C3 behaviour Failure to attend a C3 detention Continued failure to complete homework Inciting others to fight Truanting from lesson Leaving the school site without permission Graffiti Racism Bullying	Inciting others to fight Leaving the school site without permission Graffiti	1 hour department or pastoral detention with parental notice 'On call' (with follow up sanction from teacher)  Place on HOD report Place on tutor report (for issues in more than 1 subject) Place on HoY report (serious issues in more than 1 subject)  <b>3 behaviour points</b>
<b>C5</b>	Continued C4 behaviour Failure to attend a C4 detention Aggressive language/insults/swearing Threatening and intimidating behaviour Aggravated and persistent bullying	Bringing the school into disrepute Aggravated and persistent bullying	SLT detention   <b>4 behaviour points</b>
<b>C6</b>	Continued C5 behaviour Failure to attend a C5 detention Inappropriate physical behaviour Behaviour that compromises the safety of others Theft Behaviour that seriously disrupts the school day Persistent disruptive behaviour Truancy from school Unnatural hair colour/ extreme hair cut/ shaved markings in eyebrow		Internal isolation       <b>5 behaviour points</b>
<b>C7</b>	Continued C6 behaviour Failure to comply with the conditions of an internal exclusion Verbal abuse/threatening behaviour Compromising the health and safety of the school site Dangerous behaviour likely to hurt themselves or others Intimidating behaviour Violent conduct/physical attack/fighting Bringing banned substances into school Wilful damage to school property Racist abuse Extreme defiance Misusing the internet, technology, mobile 'phones (see 'acceptable use' policy)		Fixed term exclusion ranging from 1 - 45 days  SLT report (following reintegration meeting)   <b>6 behaviour points</b>
<b>C8</b>	Continued C7 behaviour Persistent behaviour that repeatedly breaks the school code of conduct Possession of a weapon or items that may be used as weapons Possession and/or use of illegal drugs Hacking into school network Possession of sexually inappropriate material Violence or arranging violence towards any member of LHEA Criminal offences		Permanent exclusion

At Lynch Hill Enterprise Academy we believe that a successful 'Student Voice' is integral to nurturing responsible and proactive young people. We understand the importance of our students' views and opinions and provide an opportunity for discussion on important issues through Student Council meetings. Council members are selected by their peers in elections conducted in September of each year.

The **Student Council** aims to:

- Build a sense of community
- Create and maintain a respectful and formalised student body
- Represent students' views that can help inform their decision making process, for pastoral, academic and the whole academy development
- Involve students at the heart of the learning community. The Student Voice will be challenging and engaging for both staff and students

The **Student Council** gives representatives the opportunity to meet regularly for debate and to make decisions. It aims to gather views from students to plan initiatives and events. The Student Council works in partnership with staff and parents.

We want our students to become actively involved in various aspects of the academy life, as it will help them gain essential life skills such as:

Teamwork

Leadership

Responsibility

Raising self esteem

Each tutor group democratically elects two representatives to serve on the **Year Councils**. The role of the class representatives is to consult with their peers about issues to be raised at Year Council Meetings and to report back to their class at the earliest opportunity.

At the first meeting of each Year Council, students elect a chairperson and secretary. Minutes of the meetings are taken and are available to all representatives in the following meeting; meetings will take place half termly. The aim of this is to ensure that every student can be kept informed of decisions made. (Head of Year will be responsible for the minutes).

Each Year Council will also elect two members to be on the **School Council** who will meet with the Assistant Headteacher on a half termly basis. The School Council will examine school wide issues relating to policy and procedures.

The computer system is owned and maintained by the academy and because of this the academy has a duty of care to protect you while you use this communication medium.

Our Responsible Internet Use statement has been written to protect both you and the academy by clearly stating what is and what is not allowed when using the Internet facilities.

We may choose to exclude you from using the internet or parts of it, while at the academy if you do not act responsibly. If you breach our policy we may additionally stop you from logging onto any of the academy computers. To protect you, if requested, we will provide evidence of what you have done to your parents, carers or external agencies (such as the police) that have reasonable need to see and understand what you have done.

- ✓ You must be aware there are laws in place which prohibit the misuse of computers and that the academy will co-operate with any investigation if these laws are broken by you.
- ✓ You must not bring the academy (or any other person at the academy) into disrepute through the use of the internet.
- ✓ You must be aware that the academy monitors the use of ALL computers, Internet use and printing, and we may record evidence of any breach of this policy.
- ✓ You must only access the computer network using your own username and password. You must never use someone else's name/password. If you forget your own logon details request the academy computer department to help you.
- ✓ You must only use the academy's computers and Internet for activities appropriate for academy and which you would be happy for your parents/carers to see.
- ✓ You must ensure all electronic communications (such as emails) sent from the academy's computers are polite, courteous and appropriate for the recipient. Remember, any electronic communication is not guaranteed to be private.

- ✓ You must not copy work or other material from the internet and attempt to claim that it is yours. You must acknowledge ALL material used from the internet.
- ✓ You must not send anonymous messages, or forward messages, to several recipients at once.
- ✓ You must not use chat rooms, social networking sites or sites which allow you to get around the academy's internet filtering (such as proxy bypass).
- ✓ You must not attempt to access websites or information which are filtered by the academy.
- ✓ You must not use the internet to access radicalised or anti-democratic views.
- ✓ You must not connect any of your own electronic equipment (such as cameras, mobile phones or MP3 players) to the academy's computers, network or Internet without direct supervision from a member of staff.
- ✓ You must not use the academy computers or Internet to attempt to sell anything, gamble or commit any criminal activity (such as racism or inciting violence).
- ✓ You must not upload photographs of any adult or child at Lynch Hill on to social networking sites such as Facebook or Bebo, etc.

### **I have read and understood the Responsible Internet Use Policy.**

**Student:** I accept the conditions for using the Internet at Lynch Hill Enterprise Academy; I accept that if I breach this policy, I risk being excluded from Lynch Hill and barred from using the Internet.

Student's full name .....

Student's signature .....

Date .....

You must be aware of and sensitive to the dangers of theft. Please do not bring in valuable items or large sums of money. Personal items of value or importance are brought in at your own risk. Money brought in for academy trips should be handed in to the member of staff responsible. There is no insurance for theft of personal possessions - this must be obtained by your parents'/carers' insurance company.

Please take lost property to the office.

Mobile phones and other electronic devices are your responsibility. The academy does not accept responsibility for any that are lost, stolen or damaged. They must be turned off and remain unseen throughout the academy day. Any which are seen or heard in academy will be confiscated.

Visitors to the academy should always report to the Main Reception to sign in and collect a 'Visitor's Badge'.

Remember that most people are honest, and most visitors are welcome guests, but be vigilant and tell a teacher if you see someone - or something - suspicious.

The Academy welcomes partnership working with parents. Abuse towards any member of staff will not be tolerated.

### BEING SAFE

**Lynch Hill Enterprise Academy is committed to providing a safe and secure environment for children, staff and visitors, and promoting a climate where children and adults will feel confident about sharing any concerns that they may have about their own safety, or the well-being of others. Lynch Hill Enterprise Academy recognises that all members of its community have the right to respect and tolerance from others and equally are expected to treat others with the same respect and tolerance. The values and ethos of the Academy are central to our Safeguarding and Child Protection Policy.**

**The governing body and staff of LHEA are committed to, take very seriously and fully recognise, the responsibilities we have to safeguard children entrusted to our care. Where we have any concerns about a child's welfare, we will take all appropriate action to address those concerns by working in full partnership with other agencies.**



As an Academy we define bullying as unacceptable behaviour and a conscious abuse of power towards other people. It is a repeated attack which **hurts, frightens or threatens others**.

This includes various types of bullying behaviour such as:

**Physical:** hitting, kicking, pushing, attacking, taking belongings and damaging belongings.

**Verbal:** name calling, insulting and making offensive remarks, spiteful teasing, spreading vicious rumours, picking on others because of differences which could include: size, looks, gender, race, sexuality, disability, behaviour, beliefs or family backgrounds.

**Silent:** exclusion from friendship groups, non-verbal threats and gestures, spreading malicious rumours via written notes.

**Cyber:** sending abusive or threatening text messages, e mails or other electronic messages on social networking sites; spreading offensive pictures or images.

**Indirect:** following the bullying behaviour of a group in order to gain acceptance.

## We Stand For What Is Right!

- Everyone in the academy should be treated with respect!
- Everyone should feel safe!
- Bullying is unacceptable and there will always be consequences!

## The person who has been a victim to bullying:

- Can expect us to understand and listen to them in private.
- They will be given support for as long as they need it.
- Needs to understand that the idea of not “telling” or “snitching” will only encourage bullying to continue.

**If it is reported to a member of staff we will act decisively and take action as soon as possible!**

## The person doing the bullying:

- will be helped to understand and change their attitude and behaviour, since we hope that person will be able to remain part of the academy community.
- should realise that their parents/ carers will be informed.

If the bullying continues students can expect any of the following depending on the nature of the incident; exclusion, to be in isolation from friends, receive counselling, to be supervised by teachers, to carry out duties and detentions.

You can also contact: Childline 0800 11 11 / [www.childline.org.uk](http://www.childline.org.uk) for more help and advice

# See it, Report it! Bullying stops!

Consult people you **trust!**

**Don't hide what is happening.** Keeping secrets is the bully's biggest weapon. That is why they go to so much trouble to stop you telling.

You can feel **protected!**

**Don't react yourself**—you can make matters worse and get into trouble. This can result in double bullying. Go and get help.

You should **contact Tutors, Head of Year/Progress Leader** and talk to your **Parent / Carer.**

Always **tell the truth** about what has happened. Don't exaggerate. If a small part of what you are saying is shown to be untrue then it throws everything else into doubt. This won't help you!

You can also contact: Childline 0800 11 11 / [www.childline.org.uk](http://www.childline.org.uk)  
or visit  
[www.youngminds.org.uk](http://www.youngminds.org.uk)— for more confidential help and advice.

We are committed to raising the aspirations and expectations for all students. Lynch Hill works hard to give practical effect to the principle that all human beings are of equal value and therefore equally deserving of our time, efforts, patience, support and respect. Students' personal development lies at the heart of our educational practice. All students are entitled to equality of education and opportunities, and to reach his or her full potential.

**Throughout Lynch Hill we provide equal opportunities for all students in all aspects of our curriculum. Regardless of gender, sexuality, religion, race, ability or background, we are all of equal value. We will not tolerate any negative form of discrimination.**

## What You Should Know

- ✓ At Lynch Hill we:
  - ➡ Promote the school belief that all students are of equal value.
  - ➡ Provide a safe and welcoming place for all school members and visitors.
  - ➡ Prepare all students to participate in a diverse society.
- ✓ We believe that students of every background and culture should receive the same level of respect.
- ✓ We do not tolerate any insults, harassment, graffiti and bullying of a discriminatory nature. Victims of such behaviour can rely on support and strong action from staff.
- ✓ Students responsible for racist/homophobic/discriminatory behaviour will be expected to change that behaviour; they will be helped to do this but sanctioned if necessary.
- ✓ Together, students and staff will make this policy work in order to provide a safe and supportive environment for all.

**ESSENTIAL EQUIPMENT:**

- ✓ Black biro
- ✓ Green biro (for self/peer-assessment and for completing SIR feedback responses)
- ✓ Ruler
- ✓ Scientific calculator
- ✓ Pencil
- ✓ Rubber
- ✓ Compass
- ✓ Protractor

**DESIRABLE EQUIPMENT:**

- ✓ Dictionary/Thesaurus
- ✓ Mathematical set
- ✓ Highlighters
- ✓ Colouring pencils

Scissors are supplied by the school.

## Notice Provided by the Department for Children, Schools & Families

### Fair Processing Notice for Schools with Secondary Age Pupils ~ Academic Year 2019-20

#### General Data Protection Regulations 2018

Lynch Hill processes personal data and is a "data controller" for the purposes of data protection law. It processes this data to:

- support its pupils' learning
- monitor and report on their progress
- protect pupil welfare
- provide appropriate pastoral care
- assess the quality of its service
- administer admissions waiting lists
- comply with the law regarding data sharing.

This data includes contact details of pupils and parents, biometric data for paying for school lunches, national curriculum assessment results, attendance information, any exclusion information, special educational needs, relevant medical information, CCTV footage, and where pupils go when they leave.

Parental consent is sought before taking photographs or filming students, or publishing names or photographs for school promotional purposes, including but not limited to school social media accounts, the school prospectus, website or newsletter.

This data may only be used or passed on for specific purposes allowed by law and outlined in the General Data Protection Regulations. From time to time the academy is required to pass on some of this data to local authorities, the Department for Education (DFE), the Young People's Learning Agency, the Joint Council for Qualifications (JCQ), Exam Boards, OFSTED, the Learning and Skills Council (LSC), the Department of Health (DH), Primary Care Trusts (PCT), and organisations that require access to data in the Learner Registration System as part of the MIAP program (Managing Information Across Partners) and Learning to Work who are the school's partner for work experience opportunities. All these are data controllers in respect of the data they receive, and are obliged to keep your details securely, and to use them only to fulfil the service they provide on your behalf. After which the information is disposed of in line with the school's procedures.

Pupils, as data subjects, have certain rights under GDPR, including a general right to be given access to personal data held about them by any data controller. The presumption is that by the age of 13 a child has sufficient maturity to understand their rights and to make an access request themselves if they wish. A parent would normally be expected to make a request on a child's behalf if the child is younger.

If you have a query about the passing on of any information to the organisations mentioned in this document, please contact the academy.

## Noun

A noun is a word we use to name a person, a thing or an idea.

Common Noun - desk, chair, doctor

Proper Noun - Italy, Peter, Sunday

***(a Proper noun will always have a capital letter)***

## Pronoun

This is used instead of a noun

***He gave her a bottle of perfume. It was scented.***

## Adjective

An adjective describes a noun or pronoun.

***The tall lady reached for the green box.***

## Verb

A verb is a 'doing' or 'action' word. The tense of the verb shows when the action happened.

***When he broke the pen, he felt unhappy.***

## Adverb

This is a word used to modify (give more information about) an adjective, verb or another adverb.

(Adverbs nearly always end in ly.)

***The bird sang loudly***

## Preposition

A preposition shows the relationship between one noun or pronoun and another.

***The cat was under the car, in the garage.***

***The ball went over the fence.***

## Conjunction

Conjunctions connect phrases to form longer sentences.

***I tried hard, but I still could not do it.***

***Jane broke the bowl, the plate and the saucer.***

## Interjection

This is an exclamation and is used to express feeling.

***Quick! Help me before I fall.***

## Easily Confused Words

advise / advice

affect / effect

allowed / aloud

bought / brought

brake / break

breath / breathe

choose / chose

cloth / clothe

conscience / conscious

lose / loose

there / their / they're

practise / practice

our / are

quiet / quite

sites / sights

source / sauce

threw / through

to / too / two

your / you're

## COMMON MISSPELT WORDS

a lot  
absence  
acceptable  
accommodate  
accuracy  
adequately  
advertise  
advertisement  
aggravate  
all right  
amateur  
analyse  
apparent  
appearance  
argument  
attendance  
awkward  
beginning  
calendar  
carefully  
chief  
commitment  
committee  
controlled  
criticised  
definitely  
description

develop  
difference  
disappear  
disappoint  
discussion  
division  
embarrassed  
exaggerate  
excellent  
expense  
fascinate  
February  
finally  
forty  
fulfil  
government  
guarantee  
humorous  
illogical  
imaginary  
immediately  
inconvenience  
independent  
interest  
interruption  
irresistible  
jewellery

judgement  
knowledge  
laboratory  
lonely  
maintenance  
maybe  
meant  
necessary  
ninety  
noticeable  
nuisance  
occasion  
occurring  
oppressed  
parallel  
particle  
possibly  
practically  
precede  
preference  
privilege  
probably  
proceed  
pronunciation  
propaganda  
proposal  
questionnaire

receive  
recommend  
responsibility  
responsible  
rhyme  
rhythm  
scene  
separate  
signature  
sincerely  
succeed  
success  
summarised  
surprise  
swimming  
tendency  
thank you  
therefore  
thorough  
transferred  
truly  
until  
used to  
usually  
vacuum  
vertical  
weird

## USEFUL WORDS

alliteration  
apostrophe  
atmosphere  
chorus  
clause  
cliché  
comma  
comparison  
conjunction  
consonant

dialogue  
exclamation  
expression  
figurative  
genre  
grammar  
imagery  
metaphor  
narrative / narrator  
onomatopoeia

paragraph  
personification  
plural  
prefix  
preposition  
simile  
soliloquy  
subordinate  
suffix  
synonym  
vocabulary  
vowel

## MULTIPLICATION TABLE

Use this grid to help you with your multiplication and division:

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

## COMMON CONVERSIONS

1km = 1000m

1m = 100cm

1cm = 10mm

1kg = 1000g

1g = 1000mg

1 litre = 1000ml

1cl = 10ml

1 mile = 1.6km

1 foot = 30cm

1 inch = 2.5cm

1kg = 2.2 pounds

1 ounce = 30g

1 litre = 1.75 pints



# PERIODIC TABLE OF THE ELEMENTS

1 1 H Hydrogen	Relative Atomic Mass ——— Atomic Number ———																4 2 He Helium
7 3 Li Lithium	9 4 Be Beryllium															19 9 F Fluorine	20 10 Ne Neon
23 11 Na Sodium	24 12 Mg Magnesium															35.5 17 Cl Chlorine	40 18 Ar Argon
39 19 K Potassium	40 20 Ca Calcium	45 21 Sc Scandium	48 22 Ti Titanium	51 23 V Vanadium	52 24 Cr Chromium	55 25 Mn Manganese	56 26 Fe Iron	59 27 Co Cobalt	59 28 Ni Nickel	63.5 29 Cu Copper	65 30 Zn Zinc	70 31 Ga Gallium	73 32 Ge Germanium	75 33 As Arsenic	79 34 Se Selenium	80 35 Br Bromine	84 36 Kr Krypton
85 37 Rb Rubidium	88 38 Sr Strontium	89 39 Y Yttrium	91 40 Zr Zirconium	93 41 Nb Niobium	96 42 Mo Molybdenum	98 43 Tc Technetium	101 44 Ru Ruthenium	103 45 Rh Rhodium	106 46 Pd Palladium	108 47 Ag Silver	112 48 Cd Cadmium	115 49 In Indium	119 50 Sn Tin	122 51 Sb Antimony	128 52 Te Tellurium	127 53 I Iodine	131 54 Xe Xenon
133 55 Cs Caesium	137 56 Ba Barium	See below	178 72 Hf Hafnium	181 73 Ta Tantalum	184 74 W Tungsten	186 75 Re Rhenium	190 76 Os Osmium	192 77 Ir Iridium	195 78 Pt Platinum	197 79 Au Gold	201 80 Hg Mercury	204 81 Tl Thallium	207 82 Pb Lead	209 83 Bi Bismuth	209 84 Po Polonium	210 85 At Astatine	222 86 Rn Radon
223 87 Fr Francium	226 88 Ra Radium	See below	201 89 Ac Actinium	202 90 Th Thorium	231 91 Pa Protactinium	238 92 U Uranium	237 93 Np Neptunium	241 94 Pu Plutonium	243 95 Am Americium	247 96 Cm Curium	247 97 Bk Berkelium	251 98 Es Einsteinium	252 99 Fm Fermium	257 100 Md Mendelevium	258 101 No Nobelium	259 102 Lr Lawrencium	175 71 Lu Lutetium

Lanthanides

Actinides

☐ Alkali Metals
 ☐ Alkaline Earth Metals
 ☐ Other Metals
 ☐ Non Metals
 ☐ Halogens
 ☐ Noble Gases
 ☐ Transition Metals
 ☐ Rare Earth Metals



# Science Safety Rules

## Plan ahead.

Know the steps in the experiment.  
Learn how to use equipment.  
Ask any questions before you start.

## Be neat and organized.

Keep your work area clean.  
Secure long hair or loose clothing.

## Report any accident right away.

Anything spilt ... Anything broken ... Anyone injured

## Protect your eyes and skin.

Wear safety goggles when required.  
If you get something in your eyes, tell an adult right away.  
If you get any substance on your skin, wash it off.

## No eating or drinking during a science experiment.

## Be careful with electric cords and equipment.

Put cords in a safe place.  
Don't pull out plugs by pulling on cords.

## Be careful with hot items.

## Clean up afterwards.

Put everything away.  
Wipe down your work area.  
Wash your hands.



## FRENCH - KEY VERBS IN THE PRESENT TENSE (IRREGULAR)

### **Avoir:** to have

<b>J'ai</b>	I have
<b>Tu as</b>	You have (sg)
<b>Il a</b>	He has
<b>Elle a</b>	She has
<b>Nous avons</b>	We have
<b>Vous avez</b>	You have (pl)
<b>Ils ont</b>	They have (m)
<b>Elles ont</b>	They have (f)

**J'ai** un chat.

**Tu as** des frères ou des sœurs ?

**Elle a** les cheveux longs.

### **Être:** to be

<b>Je suis</b>	I am
<b>Tu es</b>	You are (sg)
<b>Il est</b>	He is
<b>Elle est</b>	She is
<b>Nous sommes</b>	We are
<b>Vous êtes</b>	You are (pl)
<b>Ils sont</b>	They are (m)
<b>Elles sont</b>	They are (f)

**Je suis** petit(e).

**Tu es** grand(e) ?

**Elle est** énervante.

### **Aller:** to go

<b>Je vais</b>	I go
<b>Tu vas</b>	You go (sg)
<b>Il va</b>	He goes
<b>Elle va</b>	She go
<b>Nous allons</b>	We go
<b>Vous allez</b>	You go (pl)
<b>Ils vont</b>	They go (m)
<b>Elles vont</b>	They go (f)

**Je vais** au cinéma.

**Tu vas** au collège ?

**Elle va** aux magasins.

### **Faire:** to do

<b>Je fais</b>	I do
<b>Tu fais</b>	You do (sg)
<b>Il fait</b>	He does
<b>Elle fait</b>	She does
<b>Nous faisons</b>	We do
<b>Vous faites</b>	You do (pl)
<b>Ils font</b>	They do (m)
<b>Elles font</b>	They do (f)

**Je fais** du yoga.

**Tu fais** du sport ?

**Elle fait** de l'équitation.

# FRENCH - DIFFERENT TENSES

## Past Tense

### Auxiliary + past participle

Take the infinitive, chop off the ER, IR, RE and add the correct past participle ending

J'ai ER = é

Tu as

Il/Elle a + IR = i

Nous avons

Vous avez RE = u

Ils/Elles ont

### Exemples :

J'ai mangé

Nous avons fini

Elle a vendu

## Present Tense

Take infinitive, chop off last two letters (ER, IR, RE) and add correct endings

### ER Verbs

Je - e                      Nous - ons

Tu - es                    Vous - ez

Il/Elle - e                Ils/Elles - ent

### IR Verbs

Je - is                    Nous - issons

Tu - is                    Vous - issez

Il/Elle - it                Ils/Elles - issent

### RE Verbs

Je - s                    Nous - ons

Tu - s                    Vous - ez

Il/Elle -                Ils/Elles - ent

## Future Tense

Je vais

Tu vas

Il/Elle va + infinitive

Nous allons

Vous allez

Ils/Elles vont

Exemple :

Je vais manger - I am going to eat

Nous allons finir - we are going to finish

Ils vont attendre - they are going to wait

Dans le futur

L'année prochaine

Le weekend prochain

En été

Normalement

De temps en temps

L'année dernière

Le weekend dernier

1 = **un**

2 = **deux**

3 = **trois**

4 = **quatre**

5 = **cinq**

6 = **six**

7 = **sept**

8 = **huit**

9 = **neuf**

10 = **dix**

11 = **onze**

12 = **douze**

13 = **treize**

14 = **quatorze**

15 = **quinze**

16 = **seize**

17 = **dix-sept**

18 = **dix-huit**

19 = **dix-neuf**

20 = **vingt**

21 = **vingt-et-un**

22 = **vingt-deux**

30 = **trente**

40 = **quarante**

50 = **cinquante**

60 = **soixante**

70 = **soixante-dix**

80 = **quatre-vingts**

90 = **quatre-vingt-dix**

100 = **cent**

1000 = **mille**

**Quel âge as-tu ?**

*How old are you?*

**J'ai onze ans**

*I am eleven years old*

**J'ai douze ans**

*I am twelve years old*

**J'ai quatorze ans**

*I am fourteen years old*

**J'ai mille ans**

*I am one thousand years old*

## HISTORY KEYWORDS

Key Stage 3	Definition
Alliance	Countries that joined together for mutual benefit or to achieve a common purpose
Anti-Semitism	Hostility to, prejudice, or discrimination against Jews
Armistice	Formal agreement of warring parties to stop fighting
Assassinate	Killing a prominent person for either political, religious or monetary reasons
Blitz	German aerial campaign against Britain in the Second World War
Bloc	A group of countries
Censor	Examine (a book, film, etc.) officially and suppress unacceptable parts of it
Colony	Territory under complete political control of another state
Communism	Idea based on running a country where there is common ownership of the means of production and the absence of social classes and money
Conscientious objector	An individual who has claimed the right to refuse to perform military service on the grounds of freedom of thought, conscience, or religion
Conscription	The compulsory enlistment of people in a national service, most often a military service
Democracy	A system of government where the citizens exercise power by voting
Desertion	The abandonment of a duty or post without permission
Dictatorship	An authoritarian form of government, characterized by a single leader or group of leaders with little or no democracy
Equality	The state of being equal, especially in status, rights, or opportunities
Eugenics	The selection of desired heritable characteristics in order to "improve" future generations of humans
Evacuation	Moving civilians in Britain during the Second World War to protect people from the risks associated with aerial bombing of cities
Fascism	A form of radical right-wing, populist, authoritarian ultranationalism characterized by dictatorial power
Feudal	A social and land-use debtor system in use in Europe during the Middle Ages
Fuhrer	A German word meaning "leader" or "guide"
Fyrd	A type of Anglo-Saxon army that was mobilised from freemen to defend their shire

## HISTORY KEYWORDS

Key Stage 3	Definition
Genocide	The intentional action to destroy a people in whole or in part
Gestapo	Geheime Staatspolizei, the official secret police of Nazi Germany
Great Depression	The worst economic downturn in the history of the industrialized world, lasting from 1929 to 1939
Holocaust	The World War II genocide of the European Jews
Home Front	The civilian populace of the nation at war as an active support system of their military
Housecarl	Highly disciplined Anglo-Saxon bodyguards
Indoctrinate	To often repeat an idea or belief to someone in order to persuade them to accept it
Industrial	A segment of the economy involving the manufacturing and transportation of products
Iron curtain	The name for the non-physical boundary dividing Europe into two separate areas from 1945 until 1991
Luftwaffe	The aerial warfare branch of the combined German Wehrmacht military forces during World War II
Martyr	A person who is killed because of their religious or other beliefs
Nationalist	A person who strongly identifies with their own nation and supports its interests to the detriment of the interests of other nations
Pals battalion	Specially created groups of the British Army made up of men who had enlisted together in local recruiting drives
Parliament	The supreme legislative body of the United Kingdom
Partition	Dividing a country into parts
Patriotism	The quality of having devotion to and vigorous support for one's country
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Rationing	The controlled distribution of scarce resources, goods, services during WW2
Rearmament	The Nazi policy and practice of military build-up between 1933–1939
Reformation	The movement within Western Christianity in 16th-century Europe that posed a religious and political challenge to the Catholic church
Shell shock	The type of posttraumatic stress disorder many soldiers were afflicted with during the WW1

## HISTORY KEYWORDS

Key Stage 3	Definition
Source	Information that contains important historical information
Soviet	Russian word for group of workers used to describe communist Russia
Stalemate	A situation in which neither side in WW1 could make progress
Suffragette	A woman seeking the right to vote through organized protest
Superpower	A very powerful and influential nation
Treaty	A formally concluded and ratified agreement between states
Villein	A feudal tenant entirely subject to a lord or manor to whom he paid dues and services in return for land
Western Front	The main theatre of war during the First World War
Key Stage 3	Definition
Anglo-Saxon	People from Germanic tribes who migrated to Britain after the fall of the Roman Empire
Bayeux tapestry	Cloth that depicts the conquest of England in 1066 by Duke William
Blasphemy	Speaking sacrilegiously about God or sacred things;
Bolshevik	A revolutionary communist, seized power in Russia in 1917
Brezhnev Doctrine	Brezhnev's idea from 1968 that the USSR had the right to invade any country if its interests were threatened
Carter Doctrine	Carter's idea from 1979 that the USA had the right to defend its interests against aggressors
Cavalry	Soldiers who fought on horseback.
Comecon	An economic association of eastern European countries founded in 1949
Cominform	Communist Information Bureau used by USSR to spread communist ideas abroad
Containment	A military strategy to stop the expansion of the USSR
De-Stalinisation	A series of political reforms in the USSR after the death of Stalin
Detente	The easing of hostility or strained relations, especially between countries



## HISTORY KEYWORDS

Key Stage 4 - Yr10	Definition
Domesday Book	A survey of England ordered by William in 1086
Earl	An Anglo-Saxon nobleman who advised the King
Embassy	A visit to Normandy carried out by Harold in 1064
Fief	An estate of land, especially one held on condition of feudal service
Forfeiture	The loss or giving up of something, such as land, as a penalty for wrongdoing
Glasnost	the policy or practice of more open government introduced by Gorbachev in 1985
Helsinki agreements	International meetings held in 1975 that improved global rights
Hue and cry	A process by which bystanders are summoned to assist in the apprehension of a criminal
Marshall Aid	A program of financial aid from the US, to boost the economies of European countries after World War 2
NATO	The North Atlantic Treaty Organization, a military alliance formed in 1949
Papal banner	The flag of Catholic church used by William at Hastings
Perestroika	The policy of reforming the economic and political system of the USSR introduced by Gorbachev in 1985
Reeve	A local official in Anglo-Saxon England
Relic	A religious object during the Middle Ages
Satellite states	A country in eastern Europe that was formally independent but effectively under the control of the USSR during the Cold War
Treason	The crime of betraying one's country
Truman Doctrine	An American foreign policy to counter USSR's expansion during the Cold War
Warsaw Pact	A military alliance of eastern Europe countries during the Cold War
Witan	The council of the Anglo-Saxon kings

## HISTORY KEYWORDS

Key stage 4 - Yr11	Definition
Aryan	A race of people believed by Hitler to be superior
Capital punishment	To execute a person
Censorship	The suppression or prohibition of any parts of books, films, news, etc
Constitution	The rules and procedures of a country's political system
Corporal punishment	Physical punishment, such as caning or flogging
Dawes Plan	A plan in 1924 to resolve Germany's WW1 reparations debt
Deterrent	A thing that discourages someone from doing something
Forensic	Scientific techniques used to detect crime.
Freikorps	German military volunteer units
Gleichschaltung	The standardization of political, economic, and social institutions as across Nazi Germany
Heresy	belief or opinion contrary to orthodox Christian doctrine
Hyperinflation	When the price of goods and services rises very steeply and quickly making a currency worthless
Post mortem	An examination of a dead body to determine the cause of death
Putsch	An attempted seizure of power in Germany
Rehabilitate	To restore someone to normal life by training and therapy after punishment
Reich	A German word meaning "empire"
Retribution	Punishment inflicted on someone as vengeance for a crime
Secular	Denoting attitudes, activities, or other things that have no religious or spiritual basis
Transportation	The punishment of being transported by ship to Australia during the 1800s
Vagabond	A person who wanders from place to place without a home or job
Volksgemeinschaft	A German expression which means "people's community"

## GEOGRAPHY KEYWORDS

Word	Definition
<b>Acid Rain</b>	Rain with acidic gases dissolved in it, can prove harmful for plants and fish
<b>Afforestation</b>	Planting trees
<b>Aquifer</b>	Underground store of water in permeable rock
<b>Aspect</b>	The direction which a slope faces
<b>Baby boom</b>	An increase in birth rate, often after a war
<b>Climate Change</b>	Planting trees Changes in our climate, both local and global, due to global warming
<b>Coniferous</b>	Trees which stay in leaf all year round
<b>Deforestation</b>	The cutting down of trees
<b>Demography</b>	Study of population
<b>Deposition</b>	Laying down of materials
<b>Earth Summit</b>	Meeting in Rio de Janeiro in 1992 of world leaders to discuss climate change
<b>Environmental Geography</b>	Geography about the environment, looking at the impacts of people on natural environments and landscapes
<b>Erosion</b>	The wearing away of materials by a moving force, such as water or ice
<b>Fertility Rate</b>	The average number of children each woman in a population will have
<b>Fetch</b>	The length of water over which wind has blown
<b>GDP</b>	Gross Domestic Product - total money earned by a country in a year

## GEOGRAPHY KEYWORDS

Word	Definition
<b>Global Warming</b>	An increase in the temperature of the Earth
<b>Globalisation</b>	The way in which companies, ideas and lifestyles are increasingly being spread around the world
<b>Hard engineering</b>	Building of coastal or river defences using man-made materials such as concrete
<b>HIC</b>	High Income Country
<b>Honeypot</b>	A place that attracts large numbers of visitors
<b>Human Geography</b>	Geography about the human world and people, such as what jobs they do and where they live
<b>Impermeable</b>	A rock that does not allow water to pass through it
<b>Infrastructure</b>	This is the name given to communication links, transport and telephone systems and other basic services that provide a network for business and the community
<b>LIC</b>	Low Income Country
<b>MIC</b>	Middle Income Country
<b>Multiplier effect</b>	The knock-on effect of an activity causing spending in other areas.
<b>Permeable</b>	A rock that allows water to pass through it
<b>Physical Geography</b>	Geography about the natural world, such as rivers and mountains
<b>Refugee</b>	A person who is forced to move to another country, usually as a result of war or a natural disaster
<b>Soft engineering</b>	Building of coastal and river defences using natural materials such as sand
<b>SSSI</b>	Site of Special Scientific Interest which is protected against damaging operations

## PE - KEY TERMS

<b>Health Related Fitness</b>	Health related fitness Cardiovascular Fitness Muscular Endurance Muscular Strength Body Composition Flexibility
<b>Skill Related Fitness</b>	Agility Balance Coordination Power Speed Reaction Time
<b>Methods of Training</b>	Weight Circuit Fartlek Continuous Cross Interval
<b>Muscles</b>	Quadriceps Hamstring Bicep tricep Abdominals

# PE EXTRA CURRICULAR ATTENDANCE



Week commencing	Monday	Tuesday	Wednesday	Thursday	Friday
02/09					
09/09					
16/09					
23/09					
30/09					
07/10					
14/10					
04/11					
11/11					
18/11					
25/11					
02/12					
09/12					
16/12					
06/01					
13/01					
20/01					
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20/04					
27/04					
04/05					
11/05					
18/05					
01/06					
08/06					
15/06					
22/06					
29/06					
06/07					
13/07					



## ICT / COMPUTER SCIENCE

Application	Keyword	Meaning
<b>Word Processing</b>	Font Header Footer Page orientation	A style of lettering. Text placed at the top of the document. Text placed at the bottom of the page. Portrait or landscape
<b>Spreadsheet</b>	Cell Row Column	One of the small boxes on the spreadsheet Cells across the page labelled as numbers Cells down the page labelled as letters.
<b>Internet</b>	Internet Browser  Search Engine  Hyperlink  Webpage	Global network of computers  A software application that provided a way to view and interact with pages on the World Wide Web, eg Explorer  A database on the World Wide Web that helps us to quickly and easily find the web pages we want. Examples are Google and Yahoo.  A piece of text, graphic or button on a web page. When the hyperlink is clicked, it will take you to another location on the same web page or to another web page either in the same website or to a page on the Internet.  It is a collection of multimedia and text created by a web browser.
<b>Presentation</b>	Animation  Transition  Slide master  Slide	This effect makes the text and images appear in different ways.  This animation effect makes the screens appear in different ways.  Allows colour, font size and style to be set to be the same in all slides.  A single page in a presentation package intended for projection or display.
<b>Spreadsheet formula</b>	<div> <div>Example</div> <div>                     To add 2 cells together =A1+B1                      Subtraction =A1-B1                      Multiplication =A1*B1                      Division =A1/B1                      To add several cells together =SUM(A1:A7)                      To find the average =AVERAGE(A1:A7)                      To find the highest value =MAX(A1:A7)                      To find the lowest value =MIN(A1:A7)                 </div> </div>	

## RELIGION AND LIFE ISSUES

Key Term	Definition
<b>Animal Rights</b>	The rights animals have to live without cruelty, and to have good treatment
<b>Battery Farming</b>	Sometimes known as Factory Farming. Animals (mainly hens) are kept in small cages and are not allowed to go outside
<b>Cloning</b>	Making an exact copy of something living e.g. animal or plant
<b>Dominion</b>	Christian belief that God placed humans in charge of animals
<b>Extinction</b>	Where a whole species has been wiped out, no more exist
<b>Factory Farming</b>	When animals are used for meat or dairy products, but are kept indoors in very small spaces
<b>Free Range</b>	Animals are farmed and given outside space to move around
<b>Genesis</b>	1st book in the Bible - describes animals being created
<b>Genetic Modification</b>	DNA is changed, placed into an egg, which is then placed into an animal to grow
<b>Halal</b>	Permitted (allowed) - method of slaughter for animals in Islam and types of meat allowed
<b>Haram</b>	Forbidden - food which is not allowed e.g. pig
<b>Hunting</b>	Chasing an animal in order to kill it
<b>Khalifah</b>	Islamic (Muslim) word for steward
<b>Steward</b>	Christian belief that God told humans to take care of the earth and animals for him
<b>Vegan</b>	A person who does not eat or use any products of an animal (e.g. milk, leather...)
<b>Vegetarian</b>	A person who does not eat meat
<b>Vivisection</b>	Testing on animals, for medical or cosmetic purposes, to ensure the product is safe for humans
<b>Religion and Planet Earth</b>	
<b>Acid rain</b>	Rain made acid by contamination through pollution (Pollution from factories, vehicles, power stations...)
<b>Assisi declarations</b>	Statements by religions about the environment at the Assisi conference (In Italy 1986)
<b>Carbon Emissions</b>	Release of greenhouse gases, such as carbon monoxide from vehicles, into the atmosphere



## RELIGION AND LIFE ISSUES

Key Term	Definition
<b>Climate change</b>	Idea that the climate is getting warmer
<b>Deforestation</b>	down of large amounts of forest (usually because of business)
<b>Droughts</b>	Long periods of abnormally (unusually) low rainfall
<b>Earth Summit</b>	Meeting of world and religious leaders to discuss the threat to the environment and ways to look after the planet
<b>Environment</b>	Surroundings in which we live
<b>Famine</b>	Starvation as a result of severe food shortage
<b>Global warming</b>	Scientific idea that the world is getting warmer
<b>Greenhouse effect</b>	Trapping of heat from the sun in the lower atmosphere due to an increase in carbon dioxide, methane and other pollution (Heat trapped by gases in the atmosphere)
<b>Natural habitats</b>	where plants or animals live in the wild
<b>Pollution</b>	Contamination of something, especially the environment
<b>Recycling</b>	Reusing old products to make new ones
<b>Stewardship</b>	Duty to look after the environment for God
<b>Religion and Early Life</b>	
<b>Abortion</b>	The deliberate termination (ending) of a pregnancy
<b>Adoption</b>	To legally take on a child that is not your own
<b>Conception</b>	When the sperm meets the egg
<b>Fostering</b>	To temporarily look after a child that is not your own. It is still legally its mother's
<b>Pro-choice</b>	Supports a woman's rights to have an abortion (For)
<b>Pro-life</b>	Against abortion
<b>Quality of Life</b>	What a person's life should be like for it to be worth living
<b>Sanctity of Life</b>	Life is holy, God given
<b>Viable</b>	Point at which a foetus could survive (live) if it were to be born

## RELIGION AND LIFE ISSUES

Key Term	Definition
<b>Prejudice and Discrimination</b>	
<b>Discrimination</b>	Actions as a result of prejudice
<b>Justice</b>	Bringing about what is right, fair, according to the law or making up for what has been done wrong
<b>Harmony</b>	Living in peace with others
<b>Positive discrimination</b>	Treating some people better than others. (Possibly as a result of them being treated badly in the past)
<b>Prejudice</b>	Thinking badly of someone because of the group he/she belongs to
<b>Racism</b>	The belief that a particular race is better or worse than another, and that person is born with their social and moral traits, which are related to their race
<b>Scapegoating</b>	Blaming certain groups for problems in society
<b>Sexism</b>	Prejudice or discrimination based on a person's sex. It usually refers to discrimination against women, although it can also apply to men
<b>Stereotyping</b>	Having a very simple image of groups of people e.g. all old people are..
<b>Tolerance</b>	Respecting the beliefs and practices of others
<b>War and Peace</b>	
<b>Holy War</b>	Fighting for a religious cause or God, controlled by a religious leader: there are specific rules
<b>Just War</b>	A war that the Christian Church defines as acceptable: there are rules
<b>Justice</b>	Bringing about what is right, fair, according to the law or making up for what has been done wrong
<b>Pacifism</b>	The belief of people who refuse to take part in war and any other form of violence
<b>Peace</b>	Absence of conflict which leads to happiness and harmony
<b>Proliferation</b>	The spread of nuclear weapons across the world (An increase in the number of nuclear weapons)
<b>Quakers</b>	Members of the Society of Friends, a Christian group (who are pacifist)
<b>Red cross</b>	An agency that helps people suffering from war or other disasters
<b>Red crescent</b>	Same as the red cross, found mostly in Muslim countries
<b>Refugees</b>	People who leave their home to seek safety elsewhere
<b>United Nations (UN)</b>	A peacekeeping organisation set up at the end of World War II to prevent war by discussing problems between countries
<b>Weapons of Mass Destruction (WMD)</b>	Weapons that can kill large numbers of people and/or cause great damage

**Asylum seeker**

Person who wants to be recognised as a refugee under the terms of the United Nations Convention of 1951

**Ballot**

Way of voting, usually done using a ballot paper.

**Bill (law)**

A proposal for a new law or change to an existing law

**Citizen**

Member of a city, state or nation who enjoys its rights and protection, and of whom loyalty is expected; and of whom loyalty is expected; involves issues relating to rights and duties, but also ideas of equality, diversity and social justice.

**Citizen education**

Education for the whole person that aims to develop the ability to think critically and act responsibly while taking part in political, economic, social and cultural life.

**Democracy**

1. Government by the people, either directly or through elected representatives
2. Form of society that favours equal rights, freedom of speech and a fair trial and tolerates the views of minorities.

**Diversity**

Differences among people in relation to their culture, identity, language and abilities.

**Discrimination**

Unfair treatment or laws against particular individuals or groups in society.

**Human rights**

Rights that people have as human beings, whether recognised by their government or not. The first rights in the United Nations Declaration of Human Rights are the right to life, liberty and security of the person.

**Justice**

Principle of what is fair or right.

**Member of Parliament (MP)**

Member of the British House of Commons, usually used to describe members of a lower house, who have 'MP' shown after their names.

**Migrant**

Someone who leaves their country of origin to settle in another.

**Multiculturalism**

When different cultures in society live side by side, but don't necessarily mix with each other.

**Organisation**

People who work together on a task.

### **Parliament**

Assembly of elected representatives, which forms the legislature of a state or a nation and may have both an upper and a lower house or one house only.

### **Prejudice**

Strong dislike of those in a particular social group, for example a race, gender, sexuality or religion, which does not make sense and means that the group is not treated equally.

### **Policy**

Aim or a plan of action on a matter.

### **Racial discrimination**

Unfair treatment of an individual or group because of their racial or ethnic group.

### **Refugee**

Someone who, because of fears of persecution on grounds such as race, religion or political reasons, is not in their own country and is unable or unwilling to return.

### **Responsibilities**

Obligations or matters over which a person is considered to have a legal or moral duty.

### **Rights**

Claims, privileges or entitlements, normally protected by law.

### **Social rights**

Rights that allow a person to have a decent standard of living, including the right to housing, employment, good nutrition and health care.

### **Stereotyping**

Labelling people or making assumptions about them based on a the social group they belong to, for example their race, sexuality, religion, nationality or age.

### **Treaty**

In international law, a formal agreement between states; often outlines peace or trade agreements.

### **United Nations Universal Declaration of Human Rights**

Key Statement of human rights today, written in 1948 in response to the genocide carried out by Nazi Germany.

### **United Nations**

International organisation founded after World War II to try and achieve international security, by providing help and solutions for conflicts between countries, to help refugees and to develop many health, development and cultural programmes.

**Special numbers**

Squares: 1, 4, 9, 16, 25, 36, 49, 64...

Cubes: 1, 8, 27, 64, 125, 216 ..

Triangle numbers: 1, 3, 6, 10, 15, 21..

Pi,  $\pi = 3.141592653 \dots$

**Factors, multiples & primes**

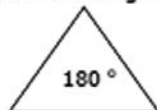
Factor: a whole number which divides exactly into another number

Multiple: a whole number made by multiplying two other numbers.

Primes: 2, 3, 5, 7, 11, 13, 17, 19 ...

**Shape**

**Sum of Interior Angles**



**Circle**

Circumference

$$C = \pi \times d$$

Area

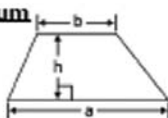
$$A = \pi r^2$$



**Trapezium**

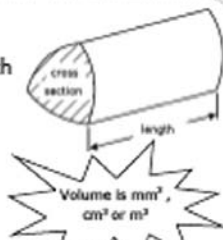
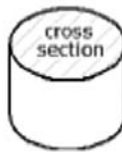
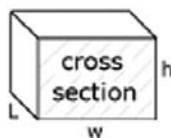
Area

$$\frac{1}{2}(a + b)h$$



**Regular Prisms**

Volume = area of cross section  $\times$  length

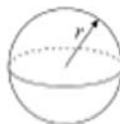


**Cone**

Curved surface area =  $\pi r l$

$$\text{Volume} = \frac{1}{3}\pi r^2 h$$

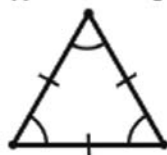
**Sphere**



$$\text{Volume} = \frac{4}{3}\pi r^3$$

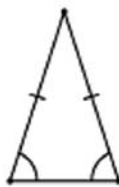
$$\text{Surface area} = 4\pi r^2$$

**Types of triangle**



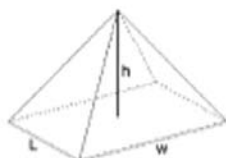
**Equilateral**

3 equal sides and 3 equal angles of  $60^\circ$



**Isosceles**

2 equal sides and 2 equal angles



Volume of a **Pyramid**

$$\frac{L \times W \times h}{3}$$

## Data

### Pie Chart

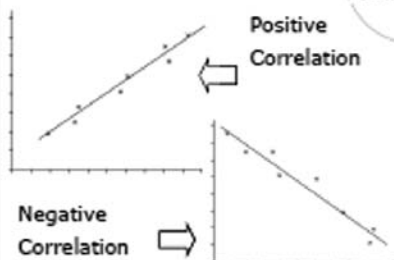
Size of angle =

$$\frac{\text{frequency}}{\text{total frequency}} \times 360$$

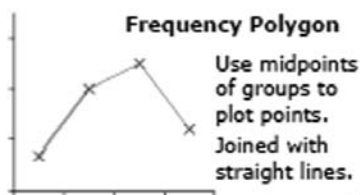


### Scatter Graph

Always draw a line of best fit - it doesn't have to go through (0,0)



**\*\*Make sure you check the scale \*\***

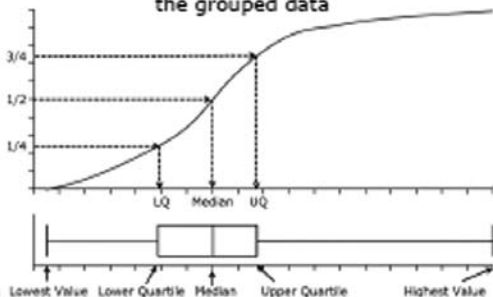


### Frequency Polygon

Use midpoints of groups to plot points. Joined with straight lines.

### Cumulative Frequency/Box Plots

Plot the CF graph at the end points of the grouped data



### Averages

Mean = add up all the numbers  
number of items

Median is in the middle - put in order first

Mode is the most common

Range is highest subtract lowest

## Algebra

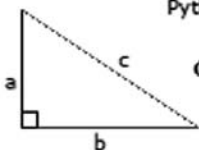
$$x \times x = x^2 \quad x + x = 2x$$

### Quadratic Formula

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

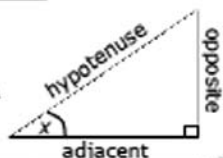
## Pythagoras' & Trigonometry

### Pythagoras' Theorem



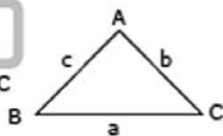
$$c^2 = a^2 + b^2$$

SOH CAH TOA



In any triangle ABC

$$\text{Area} = \frac{1}{2}ab \sin C$$



$$\text{Cosine Rule } a^2 = b^2 + c^2 - 2bc \cos A$$

$$\cos A = \frac{b^2 + c^2 - a^2}{2bc}$$

$$\text{Sine Rule } \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$



When **answering questions** in class and **completing work**, are you **aiming high enough**?

Use **Bloom's Taxonomy** to see whether you are **challenging yourself**.

Are you **analysing**, **evaluating** and **creating**?



Skills	Activity
<b>Creating:</b> Produce new or original work	assemble, construct, design, develop, estimate, formulate, investigate
<b>Evaluating:</b> Justify a view or decision	appraise, argue, assess, conclude, critique, defend, evaluate, determine, judge, recommend, select, support, value, weigh
<b>Analysing:</b> Draw connections among ideas	analyse, categorise, compare, contrast, differentiate, distinguish, examine, experiment, inference, organise, question, relate, test
<b>Applying:</b> Use information in new situations	apply, demonstrate, execute, implement, interpret, operate, schedule, select, sketch, solve, use
<b>Understanding:</b> Explain ideas or concepts	classify, demonstrate, describe, explain, identify, locate, outline, recognise, rephrase, report, select, summarise, translate
<b>Remembering:</b> Recall facts and basic concepts	define, duplicate, label, list, match, memorise, recall, repeat, reproduce, state

# 'SIR' MARKING

Teachers will provide you with regular **'SIR' feedback** to help you **progress** in your learning.

**Strengths** and **improvements** will be identified by your teachers in purple pen and you will need to **respond** to this feedback to improve your work in green pen:

## Strength

Offer positive and exact praise for a specific skill or the learning / progress that has been demonstrated.

The teacher's feedback about strengths should be in purple pen.

## Improvement

Provide targets or questions, which are linked to the success criteria, with an aim to develop learning.

Guidance should be specific and manageable.

The teacher's feedback about improvements should be in purple pen.

## Response

Students should engage with the feedback.

The response is an opportunity to reflect upon, improve, correct or extend work, which is connected to the improvements that have been set.

Student responses should be in green pen.



# LITERACY MARKING CODES

Codes	Meanings	Explanations to help you complete your Response to improve your work	
<b>C</b>	Capital letters	Put a <b>capital letter</b> : <ul style="list-style-type: none"> <li>• at the <b>start</b> of a <b>sentence</b></li> <li>• at the <b>start</b> of the <b>name</b> of a <b>person/country/place</b> <i>E.g. John was born in London, England.</i></li> <li>• for <b>abbreviations</b> or <b>acronyms</b> (shortenings) <i>E.g. The BBC is short for the British Broadcasting Corporation.</i></li> <li>• for the personal pronoun 'I'</li> </ul> Ensure you have <b>not misused</b> a <b>capital letter</b> by placing one where it is not needed.	
<b>H</b>	Homophone	Make sure you have used the right <b>homophone</b> , which is a word that is <b>pronounced the same</b> as another word but <b>differs in meaning</b> , and may <b>differ in spelling</b> . <i>E.g. 'there' (in or at that place), 'their' (belonging to certain people, animals, or things) and 'they're' (contraction (shortening) of 'they are').</i>	
<b>^</b>	Missing word	Add in the <b>missing word(s)</b> to ensure your sentence makes sense.	
<b>//</b>	New Paragraph	Use a <b>new paragraph</b> to introduce a <b>new idea, section or topic</b> .	
<b>//</b>	New sentence	Use a <b>new sentence</b> for each <b>new thing</b> you want to say.	
<b>P</b>	Punctuation	.	A <b>full stop</b> should always be used to <b>end a sentence</b> . The <b>full stop</b> indicates that a <b>point</b> has been <b>made</b> and that you are about to <b>move on</b> to further explanations or a related point.
		,	Use <b>commas</b> to <b>separate items</b> in a list. <i>E.g. The shopping trolley was loaded high with bottles of beer, fruit, vegetables, toilet rolls, cereals and cartons of milk.</i> <b>Commas</b> can be used to act like <b>brackets</b> in a sentence, or to show a <b>pause</b> . <i>E.g. The boy, who knew that his mother was about to arrive, ran quickly towards the opening door.</i>
		?	The <b>question mark</b> indicates that a sentence is asking a <b>question</b> . It always comes at the <b>end</b> of a <b>sentence</b> . <i>E.g. Are we at the end?</i>
		!	An <b>exclamation mark</b> indicates <b>strong feeling</b> within a <b>sentence</b> , such as fear, anger or love. It is also used to <b>accentuate feeling</b> within the <b>written spoken word</b> . <i>E.g. Help! I love you!</i>
		'	Use an <b>apostrophe</b> to show any <b>missing letter(s)</b> . <i>E.g. they're = they are.</i> Use an <b>apostrophe</b> to show the <b>owners</b> of something. The <b>apostrophe goes with the owner</b> : <b>before</b> the 's' in the owner is <b>single</b> . <i>E.g. the girl's hat</i> ; <b>after</b> the 's' if the owner is <b>plural</b> . <i>E.g. both girls' hats.</i>

## LITERACY MARKING CODES

Codes	Meanings	Explanations to help you complete your Response to improve your work	
P	Punctuation	()	<b>Brackets</b> always come in <b>pairs ( )</b> and are used to make a <b>point</b> which is <b>not part</b> of the <b>main</b> flow of a <b>sentence</b> . If you remove the words between the brackets, the sentence should still make sense. <i>E.g. The strategy (or strategies) chosen to meet the objectives may need to change as the intervention continues.</i>
		:	The <b>colon</b> within a sentence makes a <b>long pause</b> between <b>two phrases</b> . Use the <b>colon</b> when <b>listing</b> . <i>E.g. She placed the following items into the trolley: beer, fruit, vegetables, toilet rolls, cereals and cartons of milk.</i> The <b>colon</b> can be used within a <b>heading</b> , or <b>descriptive title</b> . <i>E.g. Human Resource Management: Guidelines for Telephone Advisers.</i>
		;	The <b>semi-colon</b> is used when <b>joining two connected sentences</b> . <i>E.g. We set out at dawn; the weather looked promising.</i> The <b>semi-colon</b> can also be used to <b>assemble detailed lists</b> . <i>E.g. The conference was attended by delegates from Paris, France; London, UK; Stockholm, Sweden; and Mumbai, India.</i>
		" "	Use <b>speech marks</b> to surround the <b>words</b> someone has <b>actually spoken</b> . <i>E.g. My grandpa said, "Share your chocolates with your friends."</i> Each <b>new speaker</b> goes on a <b>new line</b> and is <b>indented</b> (moved in a bit from the margin).
SE	Standard English	<b>Avoid</b> using <b>colloquial language (slang)</b> by ensuring you only <b>use words</b> and <b>phrases</b> that that are <b>formal (Standard English)</b> . <i>E.g. Do not write 'wanna' instead of 'want to' or 'coz' instead of 'because'.</i>	
Sp	Spelling	<b>Spell</b> the word <b>correctly</b> .	
SS	Sentence structure	To <b>express</b> your <b>ideas clearly</b> , reconsider <b>how</b> you have <b>arranged</b> the <b>words</b> in your <b>sentence</b> . <i>(Correct your grammar by constructing your sentences with the right <b>clauses, phrases</b> and <b>words</b>.)</i>	
T	Tense	Use the correct <b>tense</b> . E.g. <b>Present</b> tense: I <b>play</b> football every week. <b>Past</b> tense: I <b>played</b> football yesterday. <b>Future</b> tense: I'm <b>going to</b> play football this afternoon.	
WW	Wrong word used	Ensure you have used the <b>correct word</b> so your sentence makes sense.	

All year groups will receive Student Progress Reports each term. This data will be used by the staff to identify those in need of academic interventions.

## Key Stage 3 - End of Year Target

This is the grade which we think your son/daughter ought to be able to reach by the end of the academic year based on their Key Stage 2 results and expectation that students should be aiming for a minimum of two sub-grades per year.

## Working At Grade

This is the grade that teachers think your son/daughter is working at currently. We have divided each grade into three sub-grades:

- 2+ means attainment at the upper end of grade 2, almost reaching grade 3.
- 2 means working consistently at grade 2.
- 2- means attainment at the lower end of the grade 2 range.

## Progress Report Monitoring Sheet

Following each assessment point, students should identify two subjects in which they feel they would benefit from greater focus and, in consultation with their tutor and subject teacher, write SMART targets to help accelerate their learning.

Students will be able to reflect on feedback and targets from their various subjects and exercise books to help them complete this. There are some examples given below:

Subject	Working At Grade	End of Year Target	Attitude to Learning
<i>English</i>	3-	3+	2
<i>I will complete my homework on the day it is set so that I can proofread and redraft it (Acting on recent teacher feedback) before the due date. This will help me achieve a '1' for my next ATL score and help me pursue my minimum target.</i>			

<i>Maths</i>	1+	2+	3
<i>Throughout this half term, I will complete all of my classwork and homework, and ask for help if I don't understand a topic. I will ask my teacher to note in my planner each week that I achieve this. I am determined to understand fractions.</i>			

## PROGRESS REPORTS

### Summer 2019

Subject	Working At Grade	End of Year Target	Attitude to Learning
Subject	Working At Grade	End of Year Target	Attitude to Learning

### Autumn 2019

Subject	Working At Grade	End of Year Target	Attitude to Learning
Subject	Working At Grade	End of Year Target	Attitude to Learning

### Spring 2020

Subject	Working At Grade	End of Year Target	Attitude to Learning
Subject	Working At Grade	End of Year Target	Attitude to Learning

## ASSESSMENT GRADE STRUCTURE

We have designed the assessment system to utilise the new reformed GCSE grades, which students and parents requested to help their understanding of tracking progress and attainment throughout the school. In the future, it is possible that this system will change in Key Stage 3 as we complete a full review of our curriculum and assessment practices.

Reformed GCSE Grade	LHEA Key Stage 3 & 4 Fine Grades	Old GCSE Grade
9	9+	A*
	9	
	9-	
8	8+	A*/A
	8	
	8-	
7	7+	A
	7	
	7-	
6	6+	B
	6	
	6-	
5	5+	B/C
	5	
	5-	
4	4+	C
	4	
	4-	
3	3+	D/E
	3	
	3-	
2	2+	E/F
	2	
	2-	
1	1+	G
	1	
	1-	
<b><i>Below this point, KS4 students will be graded a 'U', while KS3 students will be graded as shown in the middle column.</i></b>		
U	a+	U
	a	
	a-	
	b+	
	b	
	b-	
	c+	
	c	
	c-	

### Key Stage 3 – Years 7, 8 & 9

#### **Working At Grade:**

The grade at which the student is judged to be currently working. This reflects the attainment level which subject teachers feel is secure considering the body of evidence across the entire term; the extent of learning and progress in class, the quality of homework submitted, the evidence in exercise books, and contribution to discussion, activities etc. A judgement is based on all the evidence since the last data collection point, and not just based on one assessment, which most accurately reflects the attainment of that student.

### Key Stage 4 – Years 10 & 11

#### **Predicted Grade:**

This refers to the grade that the student is predicted to achieve as their final grade at the end of their formal examinations if the student continues to exert themselves and make progress as they currently are. It should take into account all aspects of the course they are undertaking, such as topics yet studied and assessments yet to be completed. Subject teachers need to exercise their professional judgement taking into account their knowledge of the remainder of the course and the attitude, skills, and attributes the student has demonstrated so far.

## ATTITUDE TO LEARNING

Attitude to Learning Judgement	Description of attitude that may be demonstrated
1 - Excellent	The student is always on task with high levels of commitment. They follow instructions speedily and with courtesy. They are well organised and take care to ensure that their classwork and homework are always completed to the best of their ability. They actively seek out opportunities to stretch their understanding and further their learning.
2 - Good	The student is nearly always on task and has their books and equipment with them. Instructions are followed willingly and homework is generally handed in, usually to the best of the student's ability. Classwork is generally of a high standard but there exist areas that could be improved.
3 - Unsatisfactory	The student is usually engaged with the work but sometimes needs re-direction from the teacher. Homework activities are not always completed and only sometimes do they reflect the best of the student's ability. Classwork is usually completed but sometimes remains unfinished.
4 - Cause for concern	The student shows a lack of interest in the subject in general and the activities they are required to do. They rarely have the correct equipment. The student is often slow to follow instructions, and can be discourteous and/or disruptive to learning. Homework is rarely attempted and never to the standard that is expected.

## MY LOGIN INFORMATION



### LHEA Computer Login Information:

Username	
Password	

### School Email Login Information:



Website	login.microsoftonline.com
Username	
Password	

### Show My Homework Login Information:



Website	www.showmyhomework.co.uk
Username	
Password	

### My Maths Login Information:



Website	www.mymaths.co.uk
Username	
Password	

### Kerboodle Login Information:



Website	www.kerboodle.com
Username	
Password	

## Purpose

'Homework is a vital element in the learning process; reinforcing the interaction between teacher and student; between home and school; and paving the way to students being independent autonomous learners.' (Sherringdon, 2012)

Homework should enhance pupils' learning, improve achievement and develop study skills, enabling pupils to:

- consolidate and extend work covered in class or prepare for new learning activities;
- access resources not available in the classroom;
- develop research skills;
- have an opportunity for independent work;
- show progress and understanding;
- provide feedback in the evaluation of teaching;
- enhance their study skills (e.g. planning, time management and self-discipline);
- take ownership and responsibility for learning;
- engage parental co-operation and support;
- create channels for home school dialogue.

## Homework Management

For homework to be effectively managed, schools should:

- Record and evidence homework;
- Make the homework process easy for teachers;
- Make homework consistent;
- Reduce homework excuses;
- Involve parents in the homework process.

## Show My Homework

Show My Homework (SMHW) an online tool to help you keep track of your homework. Show My Homework will allow you to see the details of the tasks you have been set, as well as their submission status.



## Benefits:

Show My Homework has many benefits, including:

- 24/7 access;
- View quality and quantity of homework;
- Translation into over 50 languages;
- Free apps available for iPhone, iPad, iPod Touch and Android devices;
- Receive automated notifications before homework is due.

## School Closures:

- If the School is closed due to unforeseen circumstances (such as adverse weather conditions), work must be set by the Class Teacher via the Show My Homework website;
- Students must check what work has been set on the Show My Homework website and must complete this before their next lesson.

## Homework Schedules

To view your child's homework schedule, which shows when homework should be set for each subject and class, please visit the school website:

<http://www.lhea.org.uk/curriculum/homework/show-my-homework/>



### **Pupil's Role:**

1. To listen to homework instructions in class;
2. To write down the necessary details for the task and deadline date into their Student Planner;
3. To refer to SMHW for further details/resources; if students are absent when homework is set, it is their responsibility to complete the homework as they can access it on SMHW;
4. To inform the class teacher of any difficulties before the deadline;
5. To ensure that homework is completed and handed in to meet the deadline;
6. To attempt all work and give their best.

### **Form Tutor's Role:**

1. To check that homework is being set and recorded in the Student Planners (weekly);
2. To check that the Student Planners are being signed by the Parent/Carer (weekly);
3. To note and respond to any comments written in Student Planners by Parents/Carers;
4. To refer concerns with homework to the relevant Subject Leader (Head of Department); if SIMS records indicate there are homework issues across the curriculum, please refer concerns to the Head of Year.

### **Class Teacher's Role:**

The class teacher controls the direction of homework and the nature of tasks undertaken. Teachers must:

1. Set homework according to Homework Schedules;
2. Provide the stimulus;
3. Give full and comprehensive instructions, which must be uploaded onto Show My Homework;
4. Set deadlines for completed work and ensure that they are met;
5. Mark and return all homework promptly, using SIR feedback where appropriate;
6. Provide help and support;
7. Follow the school homework policy for rewards and sanctions, as outlined in this policy;
8. Inform the Head of Department, as appropriate, when problems arise.

### **Parent's/Carer's Role:**

The role of the Parent/Carer is crucial if a child is to gain success from homework. Reinforcing its value through positive feedback will give pupils the confidence to persevere, work hard and reach high standards of achievement.

Parents can assist by:

1. Providing a table, chair and a quiet place to work;
2. Negotiating with the pupil when homework is to be done as a pupil's free leisure time is important too;
3. Checking the time spent on individual tasks;
4. Checking presentation and content of all homework being returned to school;
5. Signing the Student Planner each week;
6. Providing the School with information about any problems through the Student Planner or by contacting the school directly.

### **Subject Leader's Role:**

1. To ensure that homework is clearly identified in the schemes of work;
2. To quality assure the homework set by sampling across all year groups;
3. To monitor and evaluate homework set within their curriculum area (each half-term).

## HOMEWORK POLICY

<b>How often homework should be set</b>	<p>Homework should be <b>set</b>:</p> <ul style="list-style-type: none"> <li>a minimum of <b>once a week</b> for each class for <b>core</b> subjects (Mathematics, English and Science);</li> <li><b>once a fortnight</b> for <b>non-core</b> subjects.</li> </ul>						
<b>When homework should be set</b>	See <b>Homework Schedules</b> on page 4.						
<b>How long homework should be</b>	Each piece of homework set should take students <b>between 30 and 45 minutes</b> to complete.						
<b>Notice to students</b>	Students should be given at least <b>48 hours' notice</b> to complete each piece of homework.						
<b>Types of homework that may be used</b>	Students may be set homework such as: independent learning / flip-learning (where students gain first exposure to new material outside of class); consolidation of work in class; skills practice (learning by doing); completion of project work; research; reading; drawing; using ICT.						
<b>Recording of homework</b>	<ul style="list-style-type: none"> <li><b>Teachers</b> must give full and comprehensive <b>instructions</b> to students regarding the homework set;</li> <li>All <b>homework instructions</b> and <b>resources</b> (where relevant) must be uploaded on the <b>Show My Homework</b> website by <b>4pm</b> on the day work is set. <b>Documents</b> should be uploaded as <b>pdfs</b> where possible so all students can access the attachments;</li> <li>During lessons, <b>students</b> must <b>record all homework</b> in their <b>Student Planners</b> along with the <b>date</b> homework is <b>due</b>.</li> </ul>						
<b>Rewards and incentives</b>	<ul style="list-style-type: none"> <li><b>High quality homework</b> and a <b>good work ethos</b> should be sensitively <b>praised</b> in class;</li> <li>'<b>Achievement</b>' <b>points</b> should be awarded for <b>sustained effort</b> with homework and/or <b>high attainment</b> in homework;</li> <li>For <b>exceptional</b> pieces of homework, a <b>phone call home</b> should be made;</li> <li>Where appropriate, homework should be <b>included</b> in <b>display work</b>.</li> </ul>						
<b>Sanctions for incomplete / unsatisfactory standards of homework</b>	<p>When <b>homework</b> is <b>not completed</b>, or is <b>not completed</b> to a <b>satisfactory standard</b>, teachers should initially <b>support</b> the <b>pupil</b> and ensure the tasks set meet the pupil's needs. If this is so, then the following <b>sanctions</b> should be used:</p>						
	<table border="1"> <thead> <tr> <th>Issues</th><th>Sanctions</th><th>SIMS Recording</th></tr> </thead> <tbody> <tr> <td><b>Failure to complete a piece of homework.</b></td><td> <p>The <b>Teacher</b> must:</p> <ol style="list-style-type: none"> <li>issue a <b>15 minute detention</b> (ideally on the day the homework was due);</li> <li><b>discuss</b> this with the <b>pupil</b> and ensure they <b>record</b> the <b>detention</b> in their <b>Student Planner</b>;</li> </ol> <p><b>During the detention</b>, the pupil should <b>start to complete</b> their <b>homework</b>, which must be <b>completed</b> by their <b>next lesson</b>.</p> </td><td> <p>The class <b>Teacher</b> must issue a '<b>Behaviour</b>' <b>point</b> for '<b>Homework not completed on one occasion</b>' with the <b>action</b> recorded as a '<b>15 minute detention</b>'.</p> </td></tr> </tbody> </table>	Issues	Sanctions	SIMS Recording	<b>Failure to complete a piece of homework.</b>	<p>The <b>Teacher</b> must:</p> <ol style="list-style-type: none"> <li>issue a <b>15 minute detention</b> (ideally on the day the homework was due);</li> <li><b>discuss</b> this with the <b>pupil</b> and ensure they <b>record</b> the <b>detention</b> in their <b>Student Planner</b>;</li> </ol> <p><b>During the detention</b>, the pupil should <b>start to complete</b> their <b>homework</b>, which must be <b>completed</b> by their <b>next lesson</b>.</p>	<p>The class <b>Teacher</b> must issue a '<b>Behaviour</b>' <b>point</b> for '<b>Homework not completed on one occasion</b>' with the <b>action</b> recorded as a '<b>15 minute detention</b>'.</p>
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## HOMEWORK POLICY

	Issues	Sanctions	SIMS Recording
<b>Sanctions for incomplete / unsatisfactory standards of homework</b>	<b>Failure to attend a 15 minute homework detention.</b>	The <b>Teacher</b> must: a. issue a <b>30 minute detention</b> ; b. ensure the student <b>records</b> the <b>detention</b> in their <b>Student Planner</b> ; c. <b>contact</b> the student's <b>parent(s)/guardian(s)/carer(s)</b> , <b>informing</b> them that their child <b>failed to complete</b> their <b>homework</b> plus <b>did not attend</b> their <b>15 minute detention</b> .	The class <b>Teacher</b> must issue a <b>'Behaviour' point</b> for <b>'Failure to attend 15 minute homework detention'</b> with the <b>action</b> recorded as a <b>'30 minute detention'</b> .
	<b>Failure to complete homework on more than one occasion per half term.</b>	The <b>Teacher</b> must: a. issue a <b>30 minute detention</b> ; b. ensure the student <b>records</b> the <b>detention</b> in their <b>Student Planner</b> ; c. <b>contact</b> the student's <b>parent(s)/guardian(s)/carer(s)</b> , <b>informing</b> them that their child <b>failed to complete</b> their <b>homework</b> on <b>more than one occasion</b> .	The class <b>Teacher</b> must issue a <b>'Behaviour' point</b> for <b>'No homework on more than one occasion'</b> with the <b>action</b> recorded as a <b>'30 minute detention'</b> .
	<b>Failure to attend a 30 minute homework detention.</b>	The <b>Subject Leader</b> must: a. issue a <b>60 minute detention</b> ; b. ensure the student <b>records</b> the <b>detention</b> in their <b>Student Planner</b> .	The <b>Subject Leader</b> must issue a <b>'Behaviour' point</b> for <b>'Failure to attend 30 minute homework detention'</b> with the <b>action</b> recorded as a <b>'60 minute detention'</b> .
	<b>Failure to attend a 60 minute homework detention.</b>	The <b>Subject Leader</b> must: a. <b>contact</b> the student's <b>parent(s)/guardian(s)/carer(s)</b> , <b>informing</b> them that their child <b>failed to complete</b> their <b>homework</b> plus <b>did not attend</b> the <b>Subject Leader's 60 minute detention</b> .  The student must complete a <b>60 minute detention</b> with the relevant <b>SLT Line Manager</b> .	The <b>Subject Leader</b> must issue a <b>'Behaviour' point</b> for <b>'Failure to attend 60 minute homework detention'</b> with the <b>action</b> recorded as a <b>'60 minute detention'</b> .
<b>How homework will be monitored</b>	Homework will be <b>monitored</b> : <ul style="list-style-type: none"> <li>via the <b>Show My Homework</b> website and <b>Student Planner</b> checks;</li> <li>in <b>Work Scrutinies</b>;</li> <li>during <b>School Reviews</b>.</li> </ul>		

NOTES

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# WEEK BEGINNING 2nd September 2019 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present A - Absent L - Late	Example	Totals	Present	
am										
pm										

Events, Reminders and Homework			
<b>Monday</b>	2nd September	Date Due	Done
<b>Lundi</b>	<b>INSET DAY</b>		
Comments			
<b>Tuesday</b>	3rd September	Date Due	Done
<b>Mardi</b>	<b>INSET DAY</b>		
Comments			
<b>Wednesday</b>	4th September	Date Due	Done
<b>Mercrec</b>			
Comments			

## Events, Reminders and Homework

<b>Thursday</b>	5th September	Date Due	Done				
<b>Jeudi</b>							
Comments							
<b>Friday</b>	6th September	Date Due	Done				
<b>Vendrec</b>							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Weekly Total</td> <td style="width: 50%;">Running Total</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 9th September 2019 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	9th September	Date Due	Done
Lundi			
Comments			
Tuesday	10th September	Date Due	Done
Mardi			
Comments			
Wednesday	11th September	Date Due	Done
Mercredi			
Comments			



## Events, Reminders and Homework

Thursday	12th September	Date Due	Done
Jeudi			
Comments			
Friday	13th September	Date Due	Done
Vendredi			
Comments			
Tutor Check {Sign}:			
Parent / Carer Comment / Message to Tutor:			
Parent Signature.....		Achievement Points	Weekly Total <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
		Running Total <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	

# WEEK BEGINNING 16th September 2019 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	16th September	Date Due	Done
Lundi			
Comments			
Tuesday	17th September	Date Due	Done
Mardi			
Comments			
Wednesday	18th September	Date Due	Done
Mercredi			
Comments			

## Events, Reminders and Homework

Thursday	19th September	Date Due	Done
Jeudi			
Comments			
Friday	20th September	Date Due	Done
Vendredi			
Comments			
Tutor Check {Sign}:			
Parent / Carer Comment / Message to Tutor:			
Parent Signature.....		Achievement Points	Weekly Total <div></div>
			Running Total <div></div>

# WEEK BEGINNING 23rd September 2019 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present	A - Absent	L - Late	Totals	Present	Absent	Late
am												
pm												

Events, Reminders and Homework			
<b>Monday</b>	23rd September	Date Due	Done
<b>Lundi</b>			
Comments			
<b>Tuesday</b>	24th September	Date Due	Done
<b>Mardi</b>			
Comments			
<b>Wednesday</b>	25th September	Date Due	Done
<b>Mercredi</b>			
Comments			

## Events, Reminders and Homework

Thursday	26th September	Date Due	Done
Jeudi			
Comments			
Friday	27th September	Date Due	Done
Vendredi			
Comments			
Tutor Check {Sign}:			
Parent / Carer Comment / Message to Tutor:			
Parent Signature.....		Achievement Points	Weekly Total
		Running Total	

# WEEK BEGINNING 30th September 2019 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	30th September	Date Due	Done
Lundi			
Comments			
Tuesday	1st October	Date Due	Done
Mardi			
Comments			
Wednesday	2nd October	Date Due	Done
Mercredi			
Comments			

## Events, Reminders and Homework

<b>Thursday</b>	3rd October	Date Due	Done				
<b>Jeudi</b>							
Comments							
<b>Friday</b>	4th October	Date Due	Done				
<b>Vendredi</b>							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Weekly Total</td> <td style="width: 50%;">Running Total</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 7th October 2019 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present	A - Absent	L - Late	Example	Totals	Present	Absent	Late
am													
pm													

Events, Reminders and Homework			
<b>Monday</b>	7th October	Date Due	Done
<b>Lundi</b>			
Comments			
<b>Tuesday</b>	8th October	Date Due	Done
<b>Mardi</b>			
Comments			
<b>Wednesday</b>	9th October	Date Due	Done
<b>Mercredi</b>			
Comments			



## Events, Reminders and Homework

<b>Thursday</b>	10th October	Date Due	Done				
<b>Jeudi</b>							
Comments							
<b>Friday</b>	11th October	Date Due	Done				
<b>Vendredi</b>							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Weekly Total</td> <td style="width: 50%;">Running Total</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 14th October 2019 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	14th October	Date Due	Done
Lundi			
Comments			
Tuesday	15th October	Date Due	Done
Mardi			
Comments			
Wednesday	16th October	Date Due	Done
Mercredi			
Comments			

## Events, Reminders and Homework

Thursday	17th October	Date Due	Done
Jeudi			
Comments			
Friday	18th October	Date Due	Done
Vendredi			
Comments			
Tutor Check {Sign}:			
Parent / Carer Comment / Message to Tutor:			
Parent Signature.....		Achievement Points	Weekly Total <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
		Running Total <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	

# WEEK BEGINNING 4th November 2019 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	4th November	Date Due	Done
Lundi			
Comments			
Tuesday	5th November	Date Due	Done
Mardi			
Comments			
Wednesday	6th November	Date Due	Done
Mercredi			
Comments			

## Events, Reminders and Homework

Thursday	7th November	Date Due	Done
<b>Jeudi</b>			
Comments			

Friday	8th November	Date Due	Done
<b>Vendredi</b>			
Comments			

Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Parent Signature.....	Achievement Points	Weekly Total	Running Total

# WEEK BEGINNING 11th November 2019 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	11th November	Date Due	Done
Lundi			
Comments			
Tuesday	12th November	Date Due	Done
Mardi			
Comments			
Wednesday	13th November	Date Due	Done
Mercredi			
Comments			

## Events, Reminders and Homework

Thursday	14th November	Date Due	Done				
Jeudi							
Comments							
Friday	15th November	Date Due	Done				
Vendredi							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Weekly Total</th> <th style="width: 50%;">Running Total</th> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 18th November 2019 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	18th November	Date Due	Done
Lundi			
Comments			
Tuesday	19th November	Date Due	Done
Mardi			
Comments			
Wednesday	20th November	Date Due	Done
Mercredi			
Comments			



## Events, Reminders and Homework

Thursday	21st November	Date Due	Done
Jeudi			
Comments			
Friday	22nd November	Date Due	Done
Vendredi			
Comments			
Tutor Check {Sign}:			
Parent / Carer Comment / Message to Tutor:			
Parent Signature.....		Achievement Points	Weekly Total <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
		Running Total <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	

# WEEK BEGINNING 25th November 2019 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present	A - Absent	L - Late	Totals	Present	Absent	Late
am												
pm												

Events, Reminders and Homework			
<b>Monday</b>	25th November	Date Due	Done
<b>Lundi</b>			
Comments			
<b>Tuesday</b>	26th November	Date Due	Done
<b>Mardi</b>			
Comments			
<b>Wednesday</b>	27th November	Date Due	Done
<b>Mercredi</b>			
Comments			

## Events, Reminders and Homework

Thursday	28th November	Date Due	Done				
<b>Jeudi</b>							
Comments							
Friday	29th November	Date Due	Done				
<b>Vendredi</b>							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Weekly Total</th> <th style="width: 50%;">Running Total</th> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 2nd December 2019 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present A - Absent L - Late	Example	Totals	Present	
am							Mon P		Absent	
pm							P		Late	

## Events, Reminders and Homework

<b>Monday</b>	2nd December	Date Due	Done
<b>Lundi</b>			
Comments			
<b>Tuesday</b>	3rd December	Date Due	Done
<b>Mardi</b>			
Comments			
<b>Wednesday</b>	4th December	Date Due	Done
<b>Mercredi</b>			
Comments			

## Events, Reminders and Homework

<b>Thursday</b>	5th December	Date Due	Done				
<b>Jeudi</b>							
Comments							
<b>Friday</b>	6th December	Date Due	Done				
<b>Vendredi</b>							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Weekly Total</td> <td style="width: 50%;">Running Total</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 9th December 2019 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present	A - Absent	L - Late	Totals	Present	Absent	Late
am												
pm												

Events, Reminders and Homework			
<b>Monday</b>	9th December	Date Due	Done
<b>Lundi</b>			
Comments			
<b>Tuesday</b>	10th December	Date Due	Done
<b>Mardi</b>			
Comments			
<b>Wednesday</b>	11th December	Date Due	Done
<b>Mercredi</b>			
Comments			

## Events, Reminders and Homework

Thursday	12th December	Date Due	Done
Jeudi			
Comments			
Friday	13th December	Date Due	Done
Vendredi			
Comments			
Tutor Check {Sign}:			
Parent / Carer Comment / Message to Tutor:			
Parent Signature.....		Achievement Points	Weekly Total <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
		Running Total <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	

# WEEK BEGINNING 16th December 2019 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	16th December	Date Due	Done
Lundi			
Comments			
Tuesday	17th December	Date Due	Done
Mardi			
Comments			
Wednesday	18th December	Date Due	Done
Mercredi	END OF TERM		
Comments			



## Events, Reminders and Homework

Thursday	19th December	Date Due	Done
Jeudi			
Comments			
Friday	20th December	Date Due	Done
Vendredi			
Comments			
Tutor Check {Sign}:			
Parent / Carer Comment / Message to Tutor:			
Parent Signature.....		Achievement Points	Weekly Total
		Running Total	

# WEEK BEGINNING 6th January 2020 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present	A - Absent	L - Late	Totals	Present	Absent	Late
am												
pm												

Events, Reminders and Homework												
<b>Monday</b>	6th January									Date Due	Done	
<b>Lundi</b>												
Comments												
<b>Tuesday</b>	7th January									Date Due	Done	
<b>Mardi</b>												
Comments												
<b>Wednesday</b>	8th January									Date Due	Done	
<b>Mercredi</b>												
Comments												

## Events, Reminders and Homework

<b>Thursday</b>	9th January	Date Due	Done				
<b>Jeudi</b>							
Comments							
<b>Friday</b>	10th January	Date Due	Done				
<b>Vendredi</b>							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Weekly Total</td> <td style="width: 50%;">Running Total</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 13th January 2020 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present	A - Absent	L - Late	Totals	Present	Absent	Late
am												
pm												

Events, Reminders and Homework			
<b>Monday</b>	13th January	Date Due	Done
<b>Lundi</b>			
Comments			
<b>Tuesday</b>	14th January	Date Due	Done
<b>Mardi</b>			
Comments			
<b>Wednesday</b>	15th January	Date Due	Done
<b>Mercredi</b>			
Comments			

## Events, Reminders and Homework

Thursday	16th January	Date Due	Done				
Jeudi							
Comments							
Friday	17th January	Date Due	Done				
Vendredi							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Weekly Total</th> <th style="width: 50%;">Running Total</th> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 20th January 2020 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	20th January	Date Due	Done
Lundi			
Comments			
Tuesday	21st January	Date Due	Done
Mardi			
Comments			
Wednesday	22nd January	Date Due	Done
Mercredi			
Comments			

## Events, Reminders and Homework

<b>Thursday</b>	23rd January	Date Due	Done				
<b>Jeudi</b>							
Comments							
<b>Friday</b>	24th January	Date Due	Done				
<b>Vendredi</b>							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Weekly Total</td> <td style="width: 50%;">Running Total</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 27th January 2020 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present	A - Absent	L - Late	Totals	Present	Absent	Late
am												
pm												

Events, Reminders and Homework			
<b>Monday</b>	27th January	Date Due	Done
<b>Lundi</b>			
Comments			
<b>Tuesday</b>	28th January	Date Due	Done
<b>Mardi</b>			
Comments			
<b>Wednesday</b>	29th January	Date Due	Done
<b>Mercredi</b>			
Comments			



## Events, Reminders and Homework

<b>Thursday</b>	30th January	Date Due	Done				
<b>Jeudi</b>							
Comments							
<b>Friday</b>	31st January	Date Due	Done				
<b>Vendredi</b>							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Weekly Total</td> <td style="width: 50%;">Running Total</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 3rd February 2020 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present	A - Absent	L - Late	Totals	Present	Absent	Late
am												
pm												

Events, Reminders and Homework			
<b>Monday</b>	3rd February	Date Due	Done
<b>Lundi</b>			
Comments			
<b>Tuesday</b>	4th February	Date Due	Done
<b>Mardi</b>			
Comments			
<b>Wednesday</b>	5th February	Date Due	Done
<b>Mercredi</b>			
Comments			

## Events, Reminders and Homework

<b>Thursday</b>	6th February	Date Due	Done				
<b>Jeudi</b>							
Comments							
<b>Friday</b>	7th February	Date Due	Done				
<b>Vendredi</b>							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Weekly Total</td> <td style="width: 50%;">Running Total</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 10th February 2020 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	10th February	Date Due	Done
Lundi			
Comments			
Tuesday	11th February	Date Due	Done
Mardi			
Comments			
Wednesday	12th February	Date Due	Done
Mercredi			
Comments			

## Events, Reminders and Homework

Thursday	13th February	Date Due	Done				
Jeudi							
Comments							
Friday	14th February	Date Due	Done				
Vendredi							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Weekly Total</th> <th style="width: 50%;">Running Total</th> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 24th February 2020 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present	A - Absent	L - Late	Totals	Present	Absent	Late
am												
pm												

Events, Reminders and Homework			
<b>Monday</b>	24th February	Date Due	Done
<b>Lundi</b>	<b>INSET DAY</b>		
Comments			
<b>Tuesday</b>	25th February	Date Due	Done
<b>Mardi</b>			
Comments			
<b>Wednesday</b>	26th February	Date Due	Done
<b>Mercredi</b>			
Comments			

## Events, Reminders and Homework

Thursday	27th February	Date Due	Done
Jeudi			
Comments			
Friday	28th February	Date Due	Done
Vendredi			
Comments			
Tutor Check {Sign}:			
Parent / Carer Comment / Message to Tutor:			
Parent Signature.....		Achievement Points	Weekly Total <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
		Running Total <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	

# WEEK BEGINNING 2nd March 2020 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present	A - Absent	L - Late	Totals	Present	Absent	Late
am												
pm												

Events, Reminders and Homework			
<b>Monday</b>	2nd March	Date Due	Done
<b>Lundi</b>			
Comments			
<b>Tuesday</b>	3rd March	Date Due	Done
<b>Mardi</b>			
Comments			
<b>Wednesday</b>	4th March	Date Due	Done
<b>Mercredi</b>			
Comments			



## Events, Reminders and Homework

Thursday	5th March	Date Due	Done
<b>Jeudi</b>			
Comments			
Friday	6th March	Date Due	Done
<b>Vendredi</b>			
Comments			
Tutor Check {Sign}:			
Parent / Carer Comment / Message to Tutor:			
Parent Signature.....		Achievement Points	Weekly Total
			Running Total

# WEEK BEGINNING 9th March 2020 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	9th March	Date Due	Done
Lundi			
Comments			
Tuesday	10th March	Date Due	Done
Mardi			
Comments			
Wednesday	11th March	Date Due	Done
Mercredi			
Comments			

## Events, Reminders and Homework

Thursday	12th March	Date Due	Done				
<b>Jeudi</b>							
Comments							
Friday	13th March	Date Due	Done				
<b>Vendredi</b>							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Weekly Total</th> <th style="width: 50%;">Running Total</th> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 16th March 2020 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	16th March	Date Due	Done
Lundi			
Comments			
Tuesday	17th March	Date Due	Done
Mardi			
Comments			
Wednesday	18th March	Date Due	Done
Mercredi			
Comments			

## Events, Reminders and Homework

<b>Thursday</b>	19th March	Date Due	Done				
<b>Jeudi</b>							
Comments							
<b>Friday</b>	20th March	Date Due	Done				
<b>Vendredi</b>							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Weekly Total</td> <td style="width: 50%;">Running Total</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 23rd March 2020 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	23rd March	Date Due	Done
Lundi			
Comments			
Tuesday	24th March	Date Due	Done
Mardi			
Comments			
Wednesday	25th March	Date Due	Done
Mercredi			
Comments			

## Events, Reminders and Homework

<b>Thursday</b>	26th March	Date Due	Done				
<b>Jeudi</b>							
Comments							
<b>Friday</b>	27th March	Date Due	Done				
<b>Vendredi</b>							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Weekly Total</td> <td style="width: 50%;">Running Total</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 30th March 2020 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	30th March	Date Due	Done
Lundi			
Comments			
Tuesday	31st March	Date Due	Done
Mardi			
Comments			
Wednesday	1st April	Date Due	Done
Mercredi			
Comments			



## Events, Reminders and Homework

<b>Thursday</b>	2nd April	Date Due	Done				
<b>Jeudi</b>							
Comments							
<b>Friday</b>	3rd April	Date Due	Done				
<b>Vendredi</b>	<b>END OF TERM</b>						
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Weekly Total</td> <td style="width: 50%;">Running Total</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 20th April 2020 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present	A - Absent	L - Late	Example	Totals	Present	
am									Mon		P	
pm									P		Absent	
									P		Late	

## Events, Reminders and Homework

Monday	20th April	Date Due	Done
Lundi			
Comments			
Tuesday	21st April	Date Due	Done
Mardi			
Comments			
Wednesday	22nd April	Date Due	Done
Mercredi			
Comments			

## Events, Reminders and Homework

<b>Thursday</b>	23rd April	Date Due	Done				
<b>Jeudi</b>							
Comments							
<b>Friday</b>	24th April	Date Due	Done				
<b>Vendredi</b>							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Weekly Total</td> <td style="width: 50%;">Running Total</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 27th April 2020 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present	A - Absent	L - Late	Example	Totals	Present	
am									Mon			
pm									P		Absent	
									P		Late	

## Events, Reminders and Homework

Monday	27th April	Date Due	Done
Lundi			
Comments			
Tuesday	28th April	Date Due	Done
Mardi			
Comments			
Wednesday	29th April	Date Due	Done
Mercredi			
Comments			

## Events, Reminders and Homework

<b>Thursday</b>	30th April	Date Due	Done				
<b>Jeudi</b>							
Comments							
<b>Friday</b>	1st May	Date Due	Done				
<b>Vendredi</b>							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Weekly Total</td> <td style="width: 50%;">Running Total</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 4th May 2020 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	4th May	Date Due	Done
Lundi			
Comments			
Tuesday	5th May	Date Due	Done
Mardi			
Comments			
Wednesday	6th May	Date Due	Done
Mercredi			
Comments			

## Events, Reminders and Homework

<b>Thursday</b>	7th May	Date Due	Done				
<b>Jeudi</b>							
Comments							
<b>Friday</b>	8th May	Date Due	Done				
<b>Vendredi</b>	<b>BANK HOLIDAY</b>						
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Weekly Total</td> <td style="width: 50%;">Running Total</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 11th May 2020 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	11th May	Date Due	Done
Lundi			
Comments			
Tuesday	12th May	Date Due	Done
Mardi			
Comments			
Wednesday	13th May	Date Due	Done
Mercredi			
Comments			



## Events, Reminders and Homework

Thursday	14th May	Date Due	Done				
Jeudi							
Comments							
Friday	15th May	Date Due	Done				
Vendredi							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Weekly Total</th> <th style="width: 50%;">Running Total</th> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 18th May 2020 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	18th May	Date Due	Done
Lundi			
Comments			
Tuesday	19th May	Date Due	Done
Mardi			
Comments			
Wednesday	20th May	Date Due	Done
Mercredi			
Comments			

## Events, Reminders and Homework

Thursday	21st May	Date Due	Done				
Jeudi							
Comments							
Friday	22nd May	Date Due	Done				
Vendredi							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Weekly Total</th> <th style="width: 50%;">Running Total</th> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 1st June 2020 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

<b>Monday</b>	1st June	Date Due	Done
<b>Lundi</b>			
Comments			
<b>Tuesday</b>	2nd June	Date Due	Done
<b>Mardi</b>			
Comments			
<b>Wednesday</b>	3rd June	Date Due	Done
<b>Mercredi</b>			
Comments			

## Events, Reminders and Homework

Thursday	4th June	Date Due	Done				
Jeudi							
Comments							
Friday	5th June	Date Due	Done				
Vendredi							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Weekly Total</th> <th style="width: 50%;">Running Total</th> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 8th June 2020 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

<b>Monday</b>	8th June	Date Due	Done
<b>Lundi</b>			
Comments			
<b>Tuesday</b>	9th June	Date Due	Done
<b>Mardi</b>			
Comments			
<b>Wednesday</b>	10th June	Date Due	Done
<b>Mercredi</b>			
Comments			

## Events, Reminders and Homework

Thursday	11th June	Date Due	Done				
Jeudi							
Comments							
Friday	12th June	Date Due	Done				
Vendredi							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Weekly Total</th> <th style="width: 50%;">Running Total</th> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 15th June 2020 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	15th June	Date Due	Done
Lundi			
Comments			
Tuesday	16th June	Date Due	Done
Mardi			
Comments			
Wednesday	17th June	Date Due	Done
Mercredi			
Comments			



## Events, Reminders and Homework

Thursday	18th June	Date Due	Done				
Jeudi							
Comments							
Friday	19th June	Date Due	Done				
Vendredi							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Weekly Total</th> <th style="width: 50%;">Running Total</th> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 22nd June 2020 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present	A - Absent	L - Late	Example	Totals	Present	Absent	Late
am													
pm													

## Events, Reminders and Homework

Monday	22nd June	Date Due	Done
Lundi			
Comments			
Tuesday	23rd June	Date Due	Done
Mardi			
Comments			
Wednesday	24th June	Date Due	Done
Mercredi			
Comments			

## Events, Reminders and Homework

Thursday	25th June	Date Due	Done				
Jeudi							
Comments							
Friday	26th June	Date Due	Done				
Vendredi							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Weekly Total</th> <th style="width: 50%;">Running Total</th> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 29th June 2020 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	29th June	Date Due	Done
Lundi			
Comments			
Tuesday	30th June	Date Due	Done
Mardi			
Comments			
Wednesday	1st July	Date Due	Done
Mercredi			
Comments			

## Events, Reminders and Homework

Thursday	2nd July	Date Due	Done				
Jeudi							
Comments							
Friday	3rd July	Date Due	Done				
Vendredi							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Weekly Total</th> <th style="width: 50%;">Running Total</th> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 6th July 2020 Week 1

	Mon	Tue	Wed	Thu	Fri	P - Present	A - Absent	L - Late	Totals	Present	Absent	Late
am												
pm												

Events, Reminders and Homework			
<b>Monday</b>	6th July	Date Due	Done
<b>Lundi</b>			
Comments			
<b>Tuesday</b>	7th July	Date Due	Done
<b>Mardi</b>			
Comments			
<b>Wednesday</b>	8th July	Date Due	Done
<b>Mercredi</b>			
Comments			

## Events, Reminders and Homework

<b>Thursday</b>	9th July	Date Due	Done				
<b>Jeudi</b>							
Comments							
<b>Friday</b>	10th July	Date Due	Done				
<b>Vendredi</b>							
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Weekly Total</td> <td style="width: 50%;">Running Total</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

# WEEK BEGINNING 13th July 2020 Week 2

	Mon	Tue	Wed	Thu	Fri	P - Present		Totals	Present	
am						A - Absent	Example	Mon	Absent	
pm						L - Late		P	Late	

## Events, Reminders and Homework

Monday	13th July	Date Due	Done
Lundi			
Comments			
Tuesday	14th July	Date Due	Done
Mardi			
Comments			
Wednesday	15th July	Date Due	Done
Mercredi			
Comments			



## Events, Reminders and Homework

<b>Thursday</b>	16th July	Date Due	Done				
<b>Jeudi</b>							
Comments							
<b>Friday</b>	17th July	Date Due	Done				
<b>Vendredi</b>	<b>END OF TERM</b>						
Comments							
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Parent Signature.....		Achievement Points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Weekly Total</td> <td style="width: 50%;">Running Total</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Weekly Total	Running Total		
Weekly Total	Running Total						

## NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## INDIVIDUAL EDUCATION PLAN

Targets		Achievement Criteria	Student self-monitoring				
1			Term	Comment	Red	Amber	Green
			Aut				
			Spr				
			Sum				
2			Term	Comment	Red	Amber	Green
			Aut				
			Spr				
			Sum				
3			Term	Comment	Red	Amber	Green
			Aut				
			Spr				
			Sum				
4			Term	Comment	Red	Amber	Green
			Aut				
			Spr				
			Sum				



**The Counties and Unitary Authorities of England, Scotland, Northern Ireland and the Republic of Ireland.**

**Scottish Unitary Authorities**

North Ayrshire	1
Inverclyde	2
Renfrewshire	3
East Renfrewshire	4
Glasgow City	5
East Dunbartonshire	6
West Dunbartonshire	7
North Lanarkshire	8
Falkirk	9
West Lothian	10
City of Edinburgh	11
Midlothian	12
Dumfries City	13
Aberdeen City	14
Aberdeen City	15

**Welsh Unitary Authorities**

Swansea	1
Neath Port Talbot	2
Bridgend	3
Rhondda Cynon Taff	4
Merthyr Tydfil	5
Blaenau Gwent	6
Torfaen	7
Caerphilly	8
Newport	9
Cardiff	10
The Vale of Glamorgan	11

**Northern Irish Unitary Authorities:**

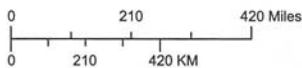
Newry and Mourne	1
Armagh	2
Banbridge	3
Down	4
Ards	5
North Down	6
Castlereagh	7
Belfast	8
Lisburn	9
Craigavon	10
Dungannon and South Tyrone	11
Fermanagh	12
Omagh	13

**English Unitary Authorities**

Plymouth	1
Torbay	2
Poole	3
Bournemouth	4
Isle Of Wight	5
Southampton	6
Portsmouth	7
Brighton and Hove	8
Medway	9
Thurrock	10
Southend-on-Sea	11
Slough	12
Windsor and Maidenhead	13
Bracknell Forest	14
Wokingham	15
Reading	16
Bath and North East Somerset	17
North Somerset	18
City of Bristol	19
South Gloucestershire	20
Swindon	21
Luton	22
Milton Keynes	23
Leicester	24
Derby	25
Nottingham	26
Telford and Wrekin	27
Stoke-on-Trent	28
Hallam	29
Merseyside	30
Warrington	31
Blackburn with Darwen	32
Blackpool	33
York	34
Kingston Upon Hull	35
North East Lincolnshire	36
Redcar and Cleveland	37
Hartlepool	38
Middlesbrough	39
Stockton-on-Tees	40
Darlington	41
Tyne and Wear	42



## Europe

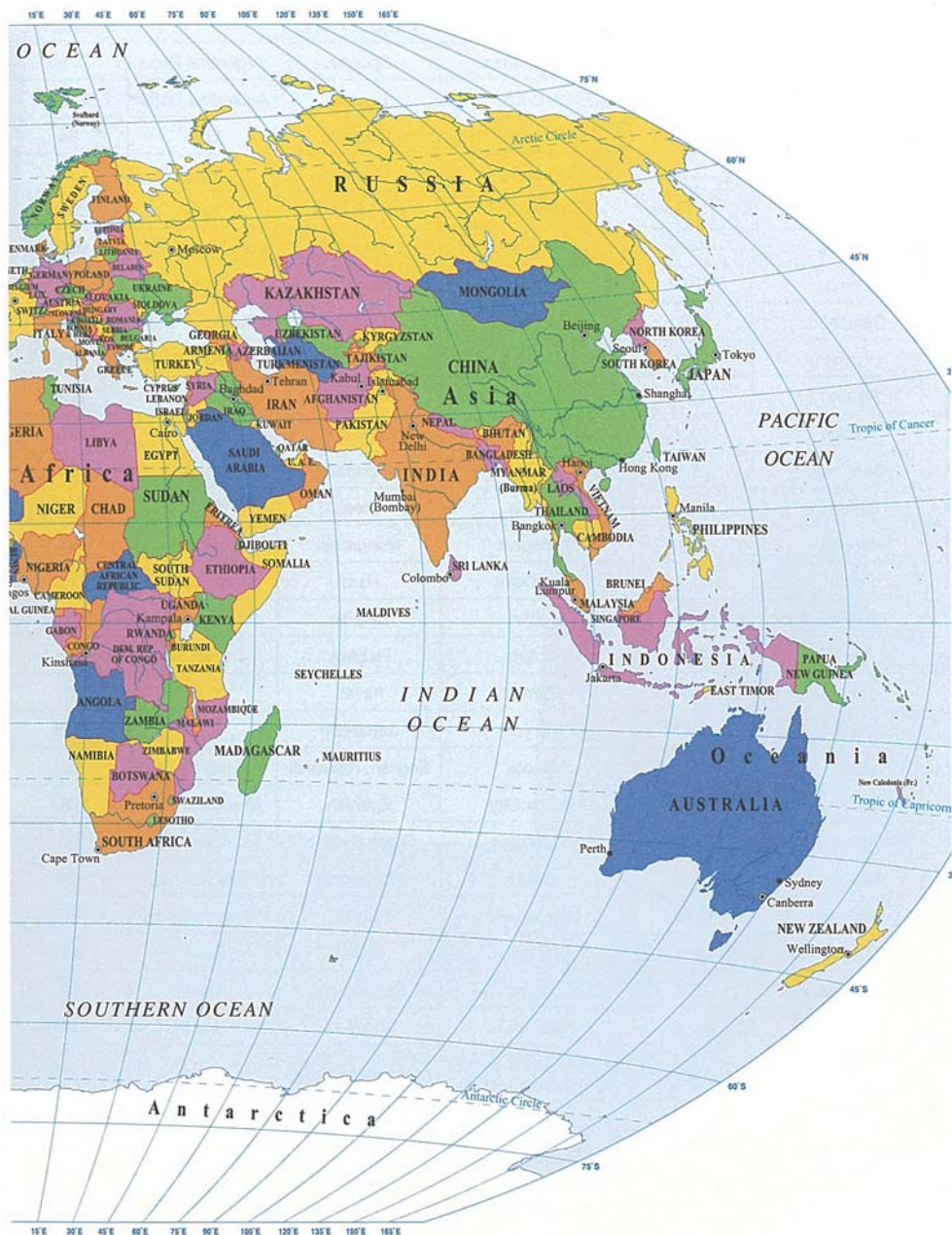












# Medical Pass

[illegible]

## Homework Timetable - Week 1

<b>Mon</b>			
<b>Tue</b>			
<b>Wed</b>			
<b>Thu</b>			
<b>Fri</b>			

Supplied by Alert Marketing Limited, Tel: 01932 855002  
Email: [info@alertmarketing.co.uk](mailto:info@alertmarketing.co.uk) [www.alertmarketing.co.uk](http://www.alertmarketing.co.uk)

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## Homework Timetable - Week 2

<b>Mon</b>			
<b>Tue</b>			
<b>Wed</b>			
<b>Thu</b>			
<b>Fri</b>			

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Email: [info@alertmarketing.co.uk](mailto:info@alertmarketing.co.uk) [www.alertmarketing.co.uk](http://www.alertmarketing.co.uk)

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**TIMETABLE - WEEK 1**

	Monday	Tuesday	Wednesday	Thursday	Friday
Tut					
1					
2					
3					
4					
5					
6					
Enr					

**TIMETABLE - WEEK 2**

	Monday	Tuesday	Wednesday	Thursday	Friday
Tut					
1					
2					
3					
4					
5					
6					
Enr					