

Slough and Eton  
Church of England  
Business and Enterprise College



# Welcome to Slough and Eton!

Transition Guide September 2025  
for Students and Parents

[www.slougheton.com](http://www.slougheton.com)

[Year7Transition@slougheton.com](mailto:Year7Transition@slougheton.com)

Name:.....

Form:.....



## Welcome from Mr Collins, Headteacher

Slough and Eton is a great school and I am immensely proud and privileged to be its Headteacher. We have a core mantra which runs through all that we do:

Work Hard  
Be Nice  
No Excuses

Students at Slough and Eton are expected to work extremely hard and are encouraged to achieve their very best in all that they do. As a result of their tremendous work ethic, they achieve extremely well and we are very proud of them. We believe in educating the whole child and as such place great importance on the many cultural experiences we provide for students as well as the academic ones.

As a Church of England school, we welcome students from all faiths, foster a culture of tolerance and understanding throughout the school, and are always delighted to show visitors the fantastic things that happen here. We have a thriving and growing Sixth Form and enjoy using excellent facilities. We hope you enjoy the opportunity to visit the school and have a look to see what we have to offer you.

**Mr Peter Collins**  
*Headteacher*

## Welcome from Ms Brabants, Transition Coordinator

I am delighted to have been one of the first people to welcome you to Slough and Eton. When you join us, you are joining a long, unbroken line of hard working and successful students stretching back to 1947. Our students have gone on to great achievements and enjoyable careers, leaving Slough and Eton for apprenticeships, university courses and exciting careers. You are now part of our community, one in which we live by the mantra, "Work hard, be nice, no excuses", giving our best effort in all endeavours, treating others as we wish to be treated and taking responsibility for our actions. Secondary



school is a step on the road to adulthood and we are so pleased to be part of your journey. As you discover and learn, as you challenge yourself and overcome obstacles, as you succeed and achieve, we will be with you to support you and celebrate your successes. On July 2nd, you will take the first steps to joining your Slough & Eton family, meeting your Head of Year and your Form Tutors along with your classmates and some of the other important staff members whose job is to help you over the next five years. We want you to settle smoothly, continuing the academic progress you've spent so much effort on over the last six years, to keep you safe and secure, and provide many opportunities to enrich your lives and develop as empathic and successful young adults.

**Ms Brabants**

*Transition Coordinator*

## Welcome from Ms Matson, Head of Year 7



Welcome to Slough and Eton! I'm Matson, your Head of Year 7. Along with the entire Year 7 team, I am excited to meet you in in July and welcome you officially in September.

While joining a secondary school can be daunting, we are here to support you in every way possible. Your Form Tutor will be your main contact, and alongside Ms Brabants, we will help ensure a smooth transition from primary to secondary school so that you feel at home here as soon as possible.

Throughout the year, you will have the opportunity to explore a variety of subjects, join extracurricular activities, and participate in events designed to enrich your school experience. We encourage you to embrace these opportunities with an open mind and enthusiasm. Remember, secondary school is not just about academics; it's also about discovering your passions, developing new skills, and growing as an individual.

Ms Matson, Head of Year 7




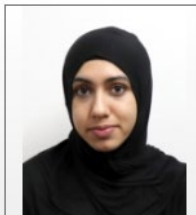

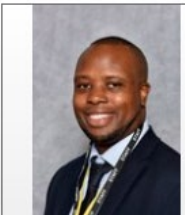
# The Year 7 Tutor Team\*\*

Ms G Matson, Head of Year

Mr J Mountford, Deputy Head of Year

<b>7 Ali</b>	Mrs R Khan
<b>7 Angelou</b>	Mr J Mountford
<b>7 King</b>	Mr N Thakker
<b>7 Parks</b>	Ms S Malik
<b>7 Seacole</b>	Mrs M Donnet
<b>7 Winton</b>	Mr D Connor

\*\*The Year 7 Tutor Team is subject to change between now and September.

		
Mrs R Khan 7 Ali	Mr J Mountford 7 Angelou	Mr N Thakker 7 King
		
Miss S Malik 7 Parks	Mrs M Donnet 7 Seacole	Mr D Connor 7 Winton

# Senior Leadership

Mr P Collins	Headteacher
Mr A Leane	Senior Deputy Headteacher
Mr M Culkeen	Deputy Headteacher
Mr S Thatcher	Deputy Headteacher
Mrs C Goodyear	Assistant Headteacher
Ms F Shallow	Assistant Headteacher
Mr M Weeks	Assistant Headteacher Post-16
Dr P Joshi	Associate Assistant Headteacher
Mrs D Lombard	Associate Assistant Headteacher
Mrs D England	PA to Headteacher

Jesus said, "I have come in order that you might have life – life in all its fullness"  
(John 10:10)

Our expectations of students are high in both in terms of conduct and engagement with learning. We believe that the needs of each individual require the closest of attention and that strong relationships between adults and students are vital for success.

Slough and Eton is a great school. At our heart is great teaching, great learning, great experiences and great outcomes in the context of the Christian ethos of our school. We educate to prepare students for life in all its fullness and work hard to have happy staff and engaged students.



<https://www.slougheton.com/about/christian-values-and-ethos>

# Safeguarding

Slough & Eton Business and Enterprise College Trust is committed to promoting the welfare and safeguarding of all students and young people who pass through our doors.

We provide an inclusive, positive and caring environment in which students can develop to their academic, social and emotional potential. Every adult is expected to play their part in safeguarding our students and young people; and we support this through our offer of a wide-ranging safeguarding and child protection awareness training. All staff know the procedures that should be followed should they have any concerns about a student. All staff know where to go should they require more information, help and guidance.

For students who require additional support we have our own school therapists, see the [Wellbeing and Mental Health](#) page for more information.

When there are serious concerns about a student or young person's welfare, we might need to share information and work in partnership with other agencies such as Children's Social Care or Thames Valley Police. We will ensure that our concerns are discussed with parents/carers in the first instance unless we have reason to believe that this would be contrary to the student or young person's welfare.

If you have any welfare concerns about a student that attends Slough & Eton Business & Enterprise College you can contact one of the safeguarding team by telephone, in person (by appointment), or through email. If your concern is urgent, it is important that you report this to one of the Safeguarding Team on the same day. Details of our Safeguarding Team are below.

**Tel: 01753 520824**

**Email: [safeguarding@slougheton.com](mailto:safeguarding@slougheton.com)**

If your concerns relate to the actions of a member of staff, then you should report this directly to the Headteacher, Mr Peter Collins by emailing;

**[Head.pa@slougheton.com](mailto:Head.pa@slougheton.com)**

or calling 01753 520824.



**Sue McCulloch,**  
Co-Designated Safeguarding Lead



**Lidia Holland,**  
Co-Designated Safeguarding Lead



**Catherine Goodyear,**  
Strategic Safeguarding Lead  
Assistant Headteacher



**Jamila Hussain**  
PLR Manager  
Deputy DSL



**Steve Thatcher**  
Deputy  
Headteacher,  
Deputy DSL



**Felicity Shallow**  
Assistant  
Headteacher,  
Deputy DSL



**Navjot Sandhu**  
SENDCo,  
Deputy DSL



**Sally Hind**  
Head of Year 11,  
Deputy DSL



**Ligia Kovacs**  
Grace Centre Manager,  
DSL trained



[www.slougheton.com/about/safeguarding](http://www.slougheton.com/about/safeguarding)



[www.slougheton.com/about/wellbeing-and-mental-health](http://www.slougheton.com/about/wellbeing-and-mental-health)

# Term Dates 2025-2026

## Autumn 2025

Term starts on: Monday 1 and Tuesday 2nd September 2025 – (INSET Days)  
Wednesday 3<sup>rd</sup> September 2025 Year 7,10 and 12 attend  
Thursday 4<sup>th</sup> September 2025 All year groups attend

*Half term break: Monday 27<sup>th</sup> October to Friday 31<sup>st</sup> October 2025*

Term ends on: Friday 19<sup>th</sup> December 2025

*Christmas holiday: Monday 22<sup>nd</sup> December 2025 to Friday 2<sup>nd</sup> January 2026*

## Spring 2026

Term starts on: Monday 5<sup>th</sup> January 2026 (INSET Day)

*Half term break: Monday 16<sup>th</sup> February to Friday 20<sup>th</sup> February 2026*

Term ends on: Friday 27<sup>th</sup> March 2026

*Spring holiday: Monday 30<sup>th</sup> March to Friday 10<sup>th</sup> April 2026  
(Good Friday – 3<sup>rd</sup> April 2026 Easter Monday – 6<sup>th</sup> April 2026)*

## Summer 2026

Term starts on: Monday 13<sup>th</sup> April 2026

*Half term break: Monday 25<sup>th</sup> May 2026 to Friday 29<sup>th</sup> May 2026*

Term ends on: Friday 17<sup>th</sup> July 2026

## Bank Holidays affecting school

Monday 4 May 2026

## INSET Days

Monday 1<sup>st</sup> September 2025

Tuesday 2<sup>nd</sup> September 2025

Friday 28<sup>th</sup> November 2025 \*

Monday 5<sup>th</sup> January 2026

Friday 13<sup>th</sup> February 2026 (SEBMAT)

Monday 20<sup>th</sup> July 2026 \*

\*Days off in lieu of Twilight

# The School Day

	Monday to Thursday	Friday
Restaurant and Library	Open from 8:00am	Open from 8:00am
Warning Bell	8:25am	8:25am
Registration	8:30 – 8:40am	8:30 – 8:40am
Period 1	8:40 – 9:30am	8:40 – 9:25am
Period 2	9:30 – 10:20am	9:25 – 10:10am
Break	10:20 – 10:35am	10:10 – 10:25am
Period 3	10:35 – 11:25am	10:25 – 11:10am
Period 4	11:25 – 12:15pm	11:10 – 11:55pm
Lunch 1 (Year 8, 11, 12, 13)	12:15 – 12:45pm	11:55 – 12:25pm
Tutor Period (Year 7, 9, 10)	12:15 – 12:45pm	11:55 – 12:25pm
Lunch 2 (Year 7, 9, 10)	12:50 – 1:20pm	12:30 – 1:00pm
Tutor Period (Year 8,11,12,13)	12:50 – 1:20pm	12:30 – 1:00pm
Period 5	1:20 – 2:10pm	1:00 – 1:45pm
Period 6	2:10 – 3:00pm	1:45 – 2:30pm
Period 7 (when used)	3:00 – 3:50pm	

## Punctuality and Attendance

School attendance is an important part of giving your child the best possible start in life and for their future. Your child will only get one chance at an education and research shows that students who miss school frequently can fall behind with their work and do less well in exams. Good attendance and punctuality show potential employers that your child is reliable. Students who attend school regularly could also be at less risk of getting involved in antisocial behaviour or crime.

At Slough and Eton, we want all children to have a positive experience of school life and be able to reach their full potential. **Every student should be aiming to achieve the national average percentage attendance of 96% by the end of the academic year.** All students must be in school by **8.25am** ready to start at 8.30am.

Poor punctuality will not be acceptable as we want all students to have a positive start to the day by being on time and ready to start their lessons, *every minute matters*.

### **What parents and carers can do to help ensure good attendance at school: -**

- Let your child know how important education is.
- Send your child to school every day.
- Ensure your child arrives punctually and is properly equipped.
- Make time to encourage and show interest.
- Attend school parents' evening and events.
- Avoid taking family holidays during school term time.
- Try to make appointments outside the school day or in the school holidays. If it is during the day do not let your child miss the whole day.
- Check homework has been completed.
- Make sure your child gets a good night rest.

### **What about absence?**

- It's the parents' responsibility to let the school know the reason for their child's absence as soon as possible, on the first day of the absence.
- Parents and carers can only explain absences; they cannot authorise them.
- The school decides whether explanations about absences are acceptable and if they can be authorised.
- If your child has too many authorised or unauthorised absences, then someone from school will contact you to find out what can be done to help get your child back into school regularly.

### **Absence can hide problems that we could be sorting out together:**

- Staying away from school and not wanting to go to school for a variety of reasons (like tummy ache, feeling sick etc.) often means that there is something which is worrying your child.
- Even minor matters can be very big worries or concerns to your child. You may spot changes in the way your child usually behaves.

- Other things may happen like sleepless nights, pretending to be sick or just looking for reasons to stay at home.

### **What can I do if my child refuses to attend school?**

- Never cover for your child(ren).
- Discuss your worries with the school at the earliest opportunity – we want to help.
- Make sure that your child understands that you do not approve of him/her being absent.

### **What happens if my child does not attend regularly or is persistently late to school?**

- We may inform you that we are no longer able to authorise your child’s absence without proof of the reason.
- The school may request a meeting.
- The Attendance Officer will draw up an Attendance/Punctuality Action Plan.
- The school may instruct Slough Borough Council to issue you with a penalty notice (fine) or a warning period both of which could lead to prosecution.

For more information, please contact Mrs R Begol, Attendance Officer, Telephone 01753 520824 Ext 2219

**Just 17 days absent from school a year could mean a drop in a GCSE grade in all subjects.**

Attendance during one school year	Equals this number of absent days	Which is approximately this many weeks absent	Which means this number of lessons missed
95%	9 days	2 weeks	54 lessons
90%	19 days	4 weeks	114 lessons
85%	29 days	6 weeks	174 lessons
80%	38 days	8 weeks	228 lessons

# School Uniform

We expect all students to maintain a high standard of appearance. Full school uniform should be worn at all times. Jewellery is not permitted except for a wristwatch, and one pair of plain studs or sleepers in ears. No nail varnish or makeup is allowed. Haircuts must be neat and tidy with no extremes of style (no patterns or lines). Minimum cut length is a number 2.

- Black single-breasted blazer with the school badge (sewn on the left breast pocket) - to be purchased from school.
- House tie - to be purchased from school.
- Black V-neck jumper (optional).
- Black skirt or trousers, of formal convention cut in a plain material (no skinny fit), examples below.
- White plain school shirt (tucked into trousers or skirt).
- Summer polo available from school for hot weather only. This can be ordered from our supplier for PE kit, Aqua Uniforms.
- Sensible, flat formal black shoes (no trainers or trainer like shoes/boots), examples below.
- Black or white hijabs (worn appropriately).
- Black or white taqiya/ topi (Muslim prayer hat).
- Black or white socks only.

Outside coat (no hoodies, tracksuit tops, and leather or denim jackets) Loan uniform is available from the Community Outreach Office.









Ties and badges are available at School Reception:

School tie:	£4.50
Badge:	£2.00













<https://www.slougheton.com/parents/school-uniform>













Acceptable Shoes	Prohibited Shoes
Girls' shoes: Sensible flat formal shoes. No boots.	
 	 
 	 
 	 
 	 









Acceptable Skirts	Prohibited Skirts
Skirts should be black, of formal construction, cut in a plain material and be knee length.	
 	 
 	 









Acceptable Outdoor Jackets	Prohibited Outdoor Jackets
Outdoor jackets should be waterproof and ideally black or one colour.	These jackets are not to be worn as well as a coat or instead of a blazer.
 	 
 	 
 	 





Acceptable Jewellery	Prohibited Jewellery
Earrings - one stud in each ear	Earrings - no hoops or multiple earrings in each ear
 	 
 	 
	 

Acceptable Shoes	Prohibited Shoes
Boys' shoes: Sensible formal shoes. No boots.	
 	 
 	 
 	 
 	 

Acceptable Trousers	Prohibited Trousers
Trousers should be black, of formal construction, cut in a plain material.	
 	 
 	 
 	 

Acceptable Jumpers	Prohibited Jumpers
Jumpers must be plain black and have a V neck with no logos.	PI jumpers must not be worn.
 	 
	 
	 

Acceptable Jewellery	Prohibited Outdoor Jewellery
Nails - no nail varnish or extensions	
 	 
	 
	 

Acceptable Jewellery	Prohibited Jewellery
	No fake eye lashes
	 
	 



## Slough and Eton C of E Business and Enterprise College



274 B High Street

Langley

SL3 8HD

[sales@aquauniforms.co.uk](mailto:sales@aquauniforms.co.uk)

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

Telephone: 01753 580 722

Opening Hours: Monday to Saturday 09:00 – 17:00 (not Bank Holidays, Christmas and Easter).

Item	Cost
	Polo shirt £17.50 - £18.50
	
	Jumper £13.50 - £15.00
	

Aqua Uniforms have been supplying Slough and Eton with their PE Kit for over five years. They are now going to be supplying the PE Kit directly to parents online and in store. PE Kit cannot be purchased at the school. Please visit their website [www.aquauniforms.co.uk](http://www.aquauniforms.co.uk) or visit the store to place your order.

Ties and badges will continue to be sold at the School Reception at the following cost.

Ties £4.50

Badges £2.00

# Expectations

Our school mantra drives everything we do and informs our expectations of students. This includes our Home-School Agreement and our E-safety guidelines both of which clearly outline those expectations. These documents are included below.



Home School Agreement website



link <https://www.slougheton.com/parents/e-safety>

As previously mentioned, we expect all students to maintain a high standard of appearance. Full school uniform should be worn each day including to and from school as well-dressed students are good ambassadors for the school.

## Required Equipment

- Black Pens
- Purple Pens
- Pencils
- Rubber
- Sharpener
- Ruler
- Calculator and Maths kit
- Reading Book
- Organiser (provided by school)



## Home School Agreement



Slough and Eton Church of England Business and Enterprise College recognises that the partnership between home and school is vital to ensure the success of every student.

**Students.** To achieve the best possible outcomes, students agree that they will:

**Work Hard**

- work hard in class and meet all deadlines for handing in independent study.
- take an active part in school life including attending extra-curricular clubs and lessons.

**Be Nice**

- show respect and care for others and their property.
- report any concerns about the safety and behaviour of other students.
- accept and respect all students and staff, regardless of their ethnicity, gender (including transgender), sexuality (LGBTQ+), disability, age or religion.

**No Excuses**

- attend school regularly and arrive at registration on time with the right attitude for learning.
- wear school uniform correctly and bring the correct equipment each day.
- behave well in and out of class and meet all the school's expectations including on the journeys to and from school and on any trip or visit.
- be responsible for all their possessions and not bring into school expensive items or large sums of money.
- talk with parents & teachers about any concerns in school and pass all letters and notes to parents on the day they are issued.
- adhere to the behaviour, bullying and e-Safety Policy.

Student Name: ..... Form Group: ..... Signed Student:.....

**Parents.** To achieve the best possible outcomes for our students, parents agree that they will:

- support school policies and see that their child attends school regularly, on time and is properly equipped.
- take an active interest in all aspects of their child's school life.
- communicate to school all relevant information which may affect their child's work or attitude to learning.
- notify the school if, for any reason, their child cannot attend school.
- ensure their child follows the school's behaviour policy and support associated action taken by the school.
- encourage learning outside of school, provide suitable facilities to learn, and encourage their child to have the right attitude to learning.
- encourage their child to accept and respect all students and staff, regardless of their ethnicity, gender (including transgender), sexuality (LGBTQ+), disability, age or religion.
- attend Parents' Evenings, student support meetings and other occasions at which their presence is required.
- Ensure the school has up to date contact details, medical information and other barriers to learning about their child.

Signed Parent: .....

**Slough and Eton.** To achieve the best possible outcomes for our students, the school will:

- provide a safe and stimulating environment for all your children to learn.
- offer a broad and balanced curriculum to students of all abilities.
- encourage all students to take responsibility for their own learning, feel proud of their achievements and enjoy being a student at the school.
- keep parents/carers informed about their progress and general school matters.
- insist that all students observe the school's behaviour and anti-bullying policies.
- provide an environment where all students are accepted with respect regardless of their ethnicity, gender (including transgender), sexuality (LGBTQ+), disability, age or religion, and challenge all prejudice when it occurs
- act without fear or favour with safeguarding concerns, placing the child at the centre of our decision making.
- set regular independent study and provide suitable facilities at school.
- assess students' work and provide regular targets and guidance on how to improve.

Signed on behalf of the School: .....

*I have come in order that you might  
have life – life in all its fullness*

Work Hard Be Nice No Excuses

M Culkeen 13/09/23



## Home School Agreement



### E-Safety Guidelines

With regard to the use of the school's IT systems students will:

- ensure their IT usernames and passwords are safe and secure – they will not share them, nor will they try to use any other person's username and password.
- not disclose or share personal information about themselves or others when online.
- immediately report any unpleasant or inappropriate material or messages or anything that makes them feel uncomfortable if they see it online.
- not use the school systems for personal or recreational use (including e-mail) unless they have permission.
- not use the school systems or devices for online gaming, online gambling, internet shopping, file sharing, or video broadcasting (e.g., YouTube) unless they have permission.
- not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- be polite and responsible when they communicate with others.
- not take or distribute images of anyone without their permission.
- only use their own personal devices (mobile phones, USB devices etc.) in school if they have permission and in accordance with school policies.
- not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others.
- not try to use any programmes or software that might allow them to bypass the filtering or security systems or cause damage or disruption to the school system.
- immediately report any damage or faults involving equipment or software.
- not tamper with, disconnect, attempt to repair or damage school equipment.
- not install, attempt to install or store programmes of any type on any school device, nor will they try to alter computer settings.
- only use social media sites with permission and at the times that are allowed.
- ensure that they have permission to use the original work of others in their own work.
- will not try to download work which is protected by copyright (including music and videos).
- understand submitted work will be passed through "Turn It In" and plagiarised work will be returned with a possible sanction.
- not use Artificial Intelligence (AI) to complete work. Students doing this may be sanctioned.
- understand the IT system is monitored and infringements of these guidelines will be investigated and sanctioned.

# Independent Study

Work will be set by subject teachers to be completed outside of the classroom, usually at home, which we call Independent Study. This will be recorded on ClassCharts, our online platform, where parents can log in and track what has been set. The students will also need access to Teams to submit work and gain access to the resources they need. The students will be set deadlines for Independent Study which need to be adhered to. There will not be a set day for each subject but it will be set at an appropriate time and expected to be completed within a manageable timeframe. Students may receive 3 or 4 pieces of Independent Study on the same day but will not routinely be expected to hand these in the next day, therefore allowing them to plan their time appropriately and manage the timescales for each piece of work.

Students will be required to access digital platforms for some subjects and will need to record their login details and keep these safe along with their school account login and Classchart login details. These platforms include:

Reading Plus  
Seneca Learning  
GCSEpod  
Quizlet

Kahoot  
<https://scratch.mit.edu/projects>  
<https://makecode.microbit.org/>  
Python 3.11 (free download)  
Memrise

We are aware that not everyone has access to devices that connect to the internet and that there will be situations where multiple devices may be needed. We will continue to work with families affected by this and also ensure that there is work set that does not always require use of devices. We will also provide paper copies, if required, for students to complete. The library is open from 8AM, at break and lunch time and after school every day until 4PM for students to use if necessary.

We hope that you will support your child with their studies at home by checking what Independent Study tasks they have been set and by encouraging them to complete it to the best of their ability. Once students have been given their school account login details, they will be able to access a student portal which gives details of extra resources and platforms that are used in each curriculum area to supplement the students' studies. Teachers across the curriculum recognise the integral role and importance of regular reading, both academic reading as well as reading for pleasure. Reading is proven to build cognitive skills, expand knowledge and fill gaps to boost comprehension and understanding—it also fosters student

wellbeing. Daily reading helps students in all their subjects and we urge all students to read at least 30 minutes each day at home. If time allows, more is always better!



<https://www.slougheton.com/parents/independent-study>

## Reading at Slough & Eton

The Slough and Eton Library is situated right at the heart of the school. The bright, airy (and air conditioned), fully stocked library, has 30 computers and more seating, and is intended for use by all of our students across all subjects and all key stages. We have a wide choice of fiction, non-fiction, graphic novels, quick reads, magazines and research and revision resources. Students are encouraged to read daily and are able to borrow books for two weeks at a time and are responsible for returning all loaned items on time and in the same condition as when they were taken. **Our book replacement for lost or damaged books is £5.**

The library is intended not only to provide a place and resources to support research and revision but also to develop reading skills and the habit of reading for pleasure, which has been linked to success across the curriculum as well as positive life outcomes. All our Key Stage 3 students have a dedicated lesson every other week as part of their English curriculum and reading assignments are set weekly as an integral part of their English independent study.

We use the Reading Plus platform to support and develop reading fluency, comprehension and vocabulary and to track progress. Reading Plus allows students to choose from a wide variety of fiction and informational texts which builds their background knowledge. This year we have seen considerable improvement in reading ability across Years 7 to 10 for those students who use the program regularly and more students are now reading at or above expectations.

All students are issued with a Reading Plus user name and password to complete weekly reading and vocabulary assignments. Students have some time in their fortnightly lesson in the library to complete these assignments but these assignments are compulsory weekly English independent study for all student in Key Stage 3 so must be completed outside of lessons. We advise that students log on daily and spend 15-20 minutes to complete the assignments set and improve their reading

skills. More information about Reading Plus follows and all parents will receive additional information and student details in September.

Parents are encouraged to take an active part in their child's reading and there are tips for discussing reading with in this booklet. The library offers a range of visits from authors as well as other speakers and our Writer-in-Residence operates out of the library supporting reading and its direct links to writing.

The library is open from 8am to 4pm. Safe internet usage guidelines are strictly enforced by Library staff and games are not permitted.

We strongly encourage your child to read over the summer. A wide range of texts and types is recommended including fiction and non-fiction, books, magazines, newspapers and other sources of material. This helps familiarise students with a range of reading and builds background knowledge and vocabulary. We plan to do a group read when students return in September and will once again be taking part in Book Trust's BookBuzz program, which allows Year 7 students to select from a list of books and receive that book from us free of charge. Reading for pleasure promotes wellbeing and develops empathy and is a wonderful way to wile away the summer holidays!

The Slough Library runs a summer reading challenge and has a wide range of children's literature. The following books are great resources for students moving from primary to secondary and along with these books, we can recommend the below for summer reading.

## Recommended Reading for Year 7

*The Girl Who Drank the Moon* by Kelly Barnhill

*Refugee* by Alan Gibbons

*Ghost* by Jason Reynolds

*The Island at the End of Everything* by

Kiran Millwood Hargrave

*Twitch* by M.G. Leonard

*Dreadwood* by Jennifer Killick

*Factopia!* By Kate Hale

*Outside: A Guide to Discovering*

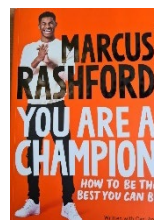
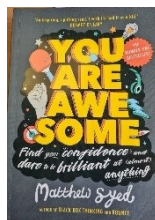
*Nature* by Maria Ana Pexie

*Migrants* by Eduard Altarriba

*A Time Traveller's Guide to Life, The*

*Universe, and Everything* by Dr. Ian

Flitcroft



# Getting the most from DreamBox Reading Plus at home

## What is Reading Plus?

Reading Plus is a programme for children aged 6 and above that teaches them to be stronger readers. It does this by developing silent reading fluency (reading speed), then introducing more complex stories (for comprehension), and advanced vocabulary (for knowledge).

Children have access to 1,300 high quality online texts that are constantly updated and adapted to meet every child's needs, regardless of what level they are reading at. Teachers can monitor exactly what and how children are reading, meaning they can offer the right kind of support when needed.

## What will my child gain from using the programme?

First and foremost, we hope that they will get a lot of enjoyment from using Reading Plus! The stories are short and engaging to keep levels of motivation high, and your child will read about many things outside of their normal scope of reading - anything from 'What can one child do to save the world?' to the future of AI.

Your child will challenge themselves to become a better reader and in doing so, develop better reading habits. They will gain a greater understanding of what they have read and be better prepared for tests such as Year 6 SATS.

## How does Reading Plus work?

Children choose a story (typically 6-7 minutes in length) from a level appropriate to their reading ability. Once they finish the story they answer 10 questions to test if they understood what they have just read. Teachers can see reports detailing your child's progress. Worksheets are available for extra support with specific reading skills. Reading Plus is not meant to replace reading books, and Reading Plus is not just an eLibrary - the programme is designed to teach your child to become a more efficient reader which will add to their enjoyment of reading independently - developing a lifelong love for reading.

## Encourage your child's reading journey by asking them

- What texts did you read today, and what were they about?
- Did you learn any new words while reading?
- When you had to answer the questions after reading the text, did you find it easy?
- Did you earn any Combos today?
- What made the story interesting or important to you?
- Are you excited to unlock a new Level on Reading Plus?

## 7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

- 1** Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

- 2** Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

- 3** Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

- 4** Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

- 5** Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

- 6** Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

- 7** Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018)  
*Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years*. Education Endowment Foundation: London.  
Available online: [eef.org.uk/eef/publications/preparing-for-literacy-early-years](https://www.eef.org.uk/eef/publications/preparing-for-literacy-early-years)

Education Endowment Foundation (2019).  
*Improving Literacy in Secondary Schools*. Education Endowment Foundation: London.  
Available online: [eef.org.uk/eef/publications/improving-literacy-in-secondary-schools](https://www.eef.org.uk/eef/publications/improving-literacy-in-secondary-schools)

Breadmore, H.L., Verdy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019).  
*Literacy Development: Evidence Review*. Education Endowment Foundation: London.  
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# ClassCharts: Parents' Guide

We use ClassCharts to create seating plans, record independent study and lesson tasks as well as to award positive points and negative points. Parents are able to view their child's details with a parental account. Please see details about setting up your account on the following page. You will be able to do this from September when your child has actually joined the school and received account details.

## What is Class Charts for Parents?

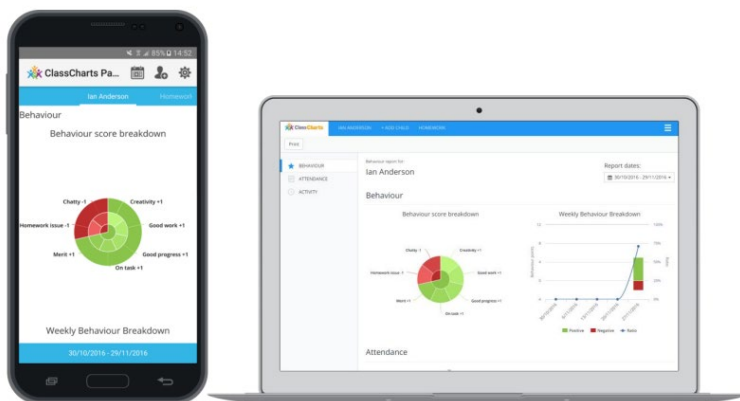
Depending on how your school has set our system up, you will be able to use Class Charts to keep track of your pupil's **achievements**, access **behaviour** reports, view assigned **homework** tasks and track scheduled **detentions**.

If you have more than one child at the school, or multiple schools, you can use the same parent account to view achievement data for all your children.

Class Charts for parents can be accessed via our **website**, or by our **iOS** and **Android** apps.

You can access the parent website and links to the parent apps at:

<https://www.classcharts.com/parent/login>



# WEDUC

We use WEDUC for parental communication and payment. **In September**, you will be sent an enrolment code to set up your login. Please make sure the school has your full correct contact details to ensure that we can direct your parental code and login information so you do not miss any important communication. Below is some information about WEDUC and how to sign up. You can also visit our website to find out more.

We are a cashless school and use student thumbprints for in-school purchases. We will collect student biometrics in September. Once you have set up your payment account, you can keep this topped up online or ask your child to add funds using one of our top-up stations. You can access our payment system, ParentPay, via WEDUC.



<https://www.slougheton.com/parents/weduc>



**Download the app**

Visit: [weduc.co.uk/mobile-app](http://weduc.co.uk/mobile-app)

Download on the **App Store**

GET IT ON **Google Play**

Please note, you will need to register before you can use the app. Speak to your school to get your enrolment details.

- Dashboard**  
See a snapshot of upcoming events, important notices, unread messages and much more.
- Newsfeed**  
Your very own social media-style community that allows you to see information and photos from within school.
- Calendar**  
View the schools calendar and how it affects you and your child.
- Parent Portal**  
View all information on your child's attendance and behaviour in school, report absences in real-time without needing to call, access to your child's timetable and instant messaging to teachers.
- Notices**  
See all the schools important updates separate for quick and easy reminders.
- Forms**  
No more paper forms, quizzes and surveys, simply fill out online and rest assured that the school has your response instantly.
- Digital Library**  
View files shared with you by the school and its teachers.
- The Hub**  
One login. One Location. Easily view all other systems the school uses and helpful links from one place.



## Transition into Secondary School

Information for parents and carers



### Did you know?



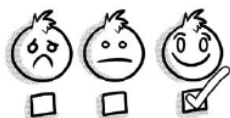
Research highlights that children who kept the same friend during the transition period between primary to secondary school tend to do better. Supporting and encouraging friendships during the transition period and beyond may help pupils to improve attainment and behaviour.

Research also shows that the transition to secondary school can potentially be as difficult for parents as it is for their children.

The move to secondary school brings lots of change, such as different classrooms, different teachers for each subject, bigger buildings, new travel arrangements, unfamiliar environments and mixing with new pupils. Studies suggest that when pupils are supported well, it increases attendance, academic progress, school engagement, confidence and self-esteem, and decreases symptoms of anxiety. This is good news as you can help with this, and your secondary school staff will be keen to help make this transition as smooth as possible, even in the current situation with COVID-19.

Research also suggests that pupils' concerns about transition to secondary school generally involve issues such as:

- Losing old friends.
- The size of their new school and getting lost.
- Rules, discipline and detention.
- Finding their way around.



### What can you do?

- New experiences, coupled with your feelings about leaving your child in a new place, can be a stressful time in a family's life. It is normal and acceptable to feel anxious as a parent/carer, but it is important not to pass these feelings on to your child. Support your child and encourage them to keep in touch with their group of friends.
- Talk about up and coming change with your child and approach transitions in a positive and exciting way. Help your child express their feelings, worries and

emotions about the change and acknowledge their feelings.



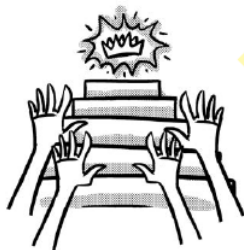
- Watch the video from Young Minds on YouTube and discuss its content. It reassures children that they're not alone when it comes to their worries about secondary school, that there are ways to cope with change and there are people to talk to when things get difficult. This can be found [here](#).

## Growth Mindset

Information for parents and carers



# What you need to know



Most of us have a strange relationship with failure as adults, but young people can also find the idea or feeling of failing really difficult to handle. Sometimes their thoughts can become a pattern that holds them back from being able to move forward. You may have heard these kinds of thoughts already:

- No one in my family is any good at maths.
- My sister is the one who is intelligent, not me.
- I can't do creative things.
- I'm not really any good at anything.
- I never understand things.

At secondary school, sometimes these thoughts can become more prominent as they are in bigger year groups and are working out who they are. Young people can often adopt something called a 'fixed mindset', made famous by the work of Carol Dweck. This is when people put limits on what they can and can't do, believing that intelligence, amongst other things, is fixed. The opposite is a 'growth mindset' and is one of the biggest secrets to success.



## What can you do?

Your child will be exploring all kinds of different things at secondary school, including studying subjects they haven't had much exposure to so far in primary school. It is easy for them to give up at the first challenge or to assume "I can't do this". At home, it is good to start to slowly change that narrative.

Here are some pointers that may be helpful to use when talking with them:

- Ability can change with practice. Your talents, gifts and skills can be developed.
- It makes sense to have a go at anything. Putting effort in is the only way to get better at things.
- Mistakes happen, they are nothing to be ashamed of

and they show you exactly what you don't know so that you can work on improving your skills.

- Feedback is good – you can't improve without it!
- You should welcome new challenges; trying is how you learn. If you don't get it right first time, try again and again and again.
- Discuss with your child how they have achieved goals before. Ask them to think about what they did and what they could learn about how to achieve success.



*(Material adapted from 'You Are Awesome' by Matthew Syed)*

## Building Resilience

Information for parents and carers



## Did you know?



Resilience is the ability to overcome adversity, 'bounce back' during difficult times and get back to feeling good. It is about having the capacity to adapt to difficult circumstances, and using tools and resources available to do so.

The Institute of Health Equity suggests that resilient individuals, families and communities are more able to deal with difficulties and adversities than those with less resilience. Building resilience is fundamental to teenagers becoming happy and functioning adults. Young people who are not resilient will be more likely to respond to stress by developing anxiety and depression.

Evidence suggests that promoting resilience can help young people sustain good relationships, develop personal life skills, overcome challenges, cope in difficult situations and help them to achieve their potential. Human brains develop and change more during the teenage years than most other times in their life. This means that this is a time when there is huge potential for the development of new skills and capabilities.



## What can you do?

Help your child navigate their ups and downs by encouraging them to carry out resilient behaviours. You can be a building block in helping them build healthy habits, such as looking after their mental health, getting enough sleep, doing exercise, eating healthy food, hobbies, socialising or relaxing. Watch this video on YouTube to understand why resilience is important to young people's health, that can be found [here](#).

Staying connected with different people in our lives is the basis for building resilience. Help your child to understand who is in their support network when they face difficult

situations. This may be a grandparent, friend, teacher, sibling or sports coach etc.

Encourage your child to make time to build relationships, speak to friends, have fun, take part in hobbies and connect with others regularly.

Encourage your child to build resilience by stepping out of their comfort zone and taking on new opportunities, challenges and goals. This will help them to develop self-respect, be organised, promote positive thinking and to build confidence to deal with different situations.



## Helping your child get into good habits

Information for parents and carers



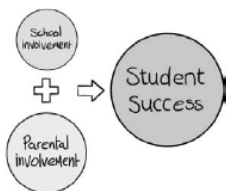
### Did you know?



Healthy habits are essential to living a long and happy life, and they are important to instil in children from a young age. If you help your child to form these habits now, you will be giving them the tools to navigate any obstacles they may face as they grow into adulthood.

Research highlights that the late teenage years have been identified as the peak age for exposure to health risks with lifelong implications. The report, by the Association for Young People's Health (AYPH), revealed teenagers eat eight times the recommended sugar allowance and almost half have tooth decay. This worrying research also found out that most smokers start by the age of 25.

Research reveals that there is a strong link between healthy habits and pupil achievement. Poor health habits add up to poor grades, and research suggests that healthy habits and good health-related decisions can lead to improved academic performance. For instance, research has shown that students who eat breakfast exhibit improved concentration when compared to their peers who skip it.



### What can you do?

Cultivate healthy habits by being a role model to your child. Try to exhibit good habits, offer health advice and build fun healthy activities into your family life. Examples include being active as a family, having evening and sleep routines, providing a water bottle to encourage hydration, or making family meals together.

Good nutrition can help improve concentration, so pay attention to the food you buy for your family. Provide a healthy balanced diet of meals which include fresh vegetables, fruit, proteins, good fats and whole grains.

Encourage your child to snack on low sugar foods and drinks, which you could make together.



Help and encourage your child to get enough sleep, live a physically active life and feel good about themselves. Work with them to map out their week to include healthy habits such as exercise, relaxation and seeing friends. Set some healthy lifestyle goals together, and keep each other motivated to stay on track.

## Final Thoughts

Have a fantastic summer! We're really looking forward to your arrival in the Autumn!

First Day of School: Wednesday, September 3rd

Arrive to school for 8:00 AM (carpark gates locked between 8:15 and 8:30)

Wear your full Slough & Eton uniform and remember your equipment!

Any questions over summer:

[Year7Transition@slougheton.com](mailto:Year7Transition@slougheton.com)



[www.slougheton.com](http://www.slougheton.com)



Year 6 to Year 7 Transition Portal



Parents FAQ

*I have come in order that you might have life – life in all its fullness*

# Work Hard Be Nice No Excuses



Slough and Eton C of E  
Business and Enterprise College

*I have come in order that you might have life  
– life in all its fullness*

Work Hard  
Be Nice  
No Excuses