



# **STUDENT PLANNER**

## **2017 - 2018**

Name..... Form Tutor.....

# School Day September 2017 to 2018

Time	What?
8.30 – 8.55 am	Tutor Time and assembly
8.55 - 9.55am	Period 1
9.55 - 10.55	Period 2
10.55- 11.15	Break
11.15 -12.15	Period 3
12.15- 1.15	Period 4
1.15- 2.00	Lunch
2.00 - 3.00	Period 5

The School Day finishes for students at 3.00pm. Year 10 will have their core PE lesson during one p.6 lesson (3pm to 4pm)

After school, there will be a full range of extra curricular activities available for students as well as academic intervention or 'booster' sessions.

## Term Dates 2017 / 18

### **AUTUMN TERM 2017**

**Staff inset days:** *Monday 4th & Tuesday 5th September*

Pupils start: Year 7 - Wednesday 6th September

Year 8-10 - Thursday 7th September

Half term: Monday 16th - Friday 27th October (2 weeks)

**Staff inset day:** *Monday 30th October*

Pupils start: Tuesday 31st October

Term finishes: Tuesday 19th December

### **SPRING TERM 2018**

**Staff inset day:** *Wednesday 3rd January*

Pupils start: Thursday 4th January

Half term: Monday 12th - Friday 16th February

Term finishes: Thursday 29th March

### **SUMMER TERM 2018**

**Staff inset day:** *Monday 16th April*

Pupils start: Tuesday 17th April

**Bank Holiday:** *Monday 7th May*

Half term: Monday 28th May - Friday 1st June

Term finishes: Thursday 19th July



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

**Telephone:** 01753 691583

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

**Web Address:** [www.lhea.org.uk](http://www.lhea.org.uk)

**Absence Notification Number:** 01753 691583

**Headteacher:** Ms J. Everton

**Key Stage Leader:** Mr M. Reeves

**Head of Year 7 & 8:** Mr M. Reeves

**Head of Year 9 & 10:** Mr K. Davies

## CONTENTS

Page No:	Subject	Page No:	Subject
1	Academy information	34	French key verbs
2	Contents	35	French different tenses
3	Vision statement	36	French Les Nombres
4-5	Home school agreement	37	History vocabulary
6	Things you need to know	38-39	Geography keywords
7	Behaviour framework	40	PE key terms
8	Code of conduct	41	PE extra curricular attendance
9	Student Reminders	42	ICT / computer science
10-11	School uniform	43-45	Religion and life issues
12	Fire instructions	46-47	Citizenship glossary
13	Attendance and punctuality	48-49	Maths
14-15	Student mobile phone policy	50	Are you challenging yourself?
16	Look - listen - learn	51	'SIR' feedback on learning
17	Rewards ladder	52-53	Literacy marking codes
18-19	Consequences staged response	54-55	Progress reports
20	Year council and school council	56	Assessment grade structure
21-22	Internet policy - safe and responsible use	57	Attitude to learning
23	Valuables, lost property & security	58	My login information
24-25	Anti bullying policy	59-62	Homework policy
26	Equal value	63	Notes
27	Equipment	64-141	Homework diary
28	Data protection	142	Notes
29	Grammar	143	Individual education plan
30	Common misspelt words	144	Blank page
31	Multiplication table	145-149	Maps
32	Periodic table of the elements	150	Medical Pass
33	Laboratory guidelines	151-156	Red, amber, green pages



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 reception.

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

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

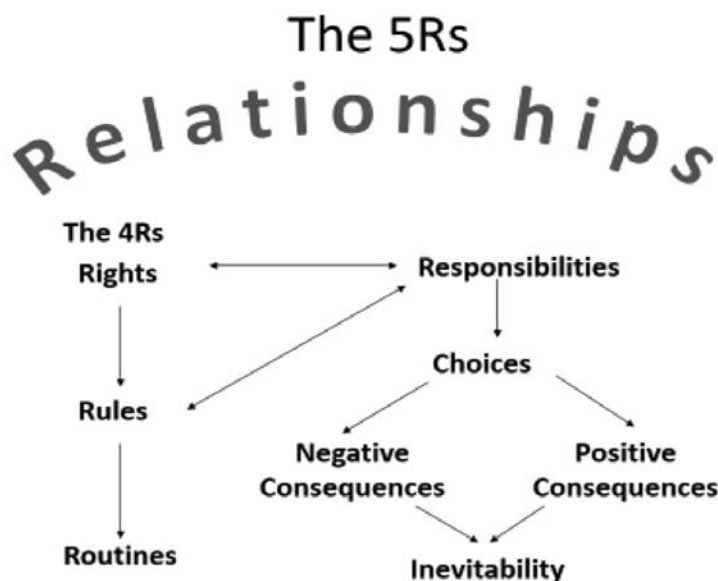
➤ **If I lose my planner?**

It costs £5 to replace the planner.



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
- ✓ 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 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 to school any large sums of money

# 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 (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
<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 ¾ zip sports top	<b>PE Kit</b> Polo shirt PE Socks Black long sleeve base layer LHEA top Black reversible sports top Shorts ¾ zip sports top
<b>Outdoor coats</b> Most forms of sensible outdoor coats (dark in colour and waterproof) are acceptable. Casual leisure wear is not regarded as suitable for school. Sweatshirts or hoodies of any description do not qualify as coats.  <b>School bag</b> The only school bag which is acceptable is the LHEA Academy ruck sack.	

### Jewellery

The only items of jewellery which are acceptable are:

- A small, plain single stud in each ear (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 or decorated socks or tights.
- Brightly coloured headscarves or large/ brightly coloured hair accessories.
- Hats, gloves or scarves worn inside the academy 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:

- 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.
- All students must stand in silence.

**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 MULTI USE  
GAMES AREA  
(MUGA)***

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

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

**Tel. 01753 691583**  
**Email: [office@lhea.org.uk](mailto:office@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. We are required by law to keep a record of these notes. We need a 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 main reception, get a late stamp in your planner and go to your tutor group.**

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

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

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

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

**The use of mobile phones throughout the academy 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 academy day.**

- ✓ The academy accepts no responsibility for the loss/damage to mobile phones. If you decide to bring electronic equipment onto the premises, it is entirely your responsibility. If lost or damaged, the academy 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 - 16:30 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 academy day, a C6 / C7 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 academy.
- ✓ 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.
- ✓ If confiscated, the phone will be returned when a parent or carer comes in to collect it at the end of the school day.



## STUDENT MOBILE PHONE POLICY

- ✓ All confiscated phones will be kept in the academy's safe.
- ✓ 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 .....

# LOOK-LISTEN-LEARN

## LOOK

Look after your learning environment; it belongs to you

## LISTEN

Learn to listen and listen to learn

## LEARN

Be equipped to learn  
Your classmates have a right to learn and so do you

*School means learning;  
learning enables you to succeed.*

- ✓ Arrive on time
- ✓ Planners and equipment on desk
- ✓ Respect each other



## 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 (max of 3 per student per lesson)
<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>	Tutor group with highest achievement points for the <b>week</b>		Trophy
<b>R4</b>	Tutor group with highest attendance for the <b>half term</b>		Tutor group breakfast
<b>R5</b>	Tutor group with highest achievement points for the <b>whole term</b>		Film and popcorn
<b>R6</b>	100%, 99%, 98% attendance for the term Tutor group with highest attendance for the term Conduct Award (Highest achievement points minus behaviour points) Key Stage Students of the Term  High Achiever Award for outstanding work or effort in a subject	Celebration assembly Gold, silver, bronze certs Attendance trophy Rewards token Certificates Rewards ceremony Certificates	
<b>R7</b>	Outstanding ATL (attitude to learning) scores from termly reports (top 20%)		Formal Letter home
<b>R8</b>	Two tutor groups with the highest number of achievement points across the year		End of year celebration event
<b>R9</b>	100% attendance for the whole year		Platinum certificate Tea with the Head

### Achievement points

Achievement point totals are cumulative for each term

Acquiring 20 achievement points	Postcard home from tutor
Acquiring 30 achievement points	Postcard home from Head of Year
Acquiring 50 achievement points	Letter home from AHT

## 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>	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  <b>Key Stage break detention for 15 minutes.</b>  <b>Tutor detention up to 15 minutes</b>  <b>Confiscation</b> <b>Removal</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>	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>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 three 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 fortnightly. 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 one member to be on the School Council who will meet with the Assistant Headteacher on a regular 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 be 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.

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

**DESIRABLE EQUIPMENT:**

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

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

### Fair Processing Notice for Schools with Secondary Age Pupils ~ Academic Year 2016-17

#### DATA PROTECTION ACT 1998

**Lynch Hill** processes personal data about its pupils and is a "data controller" in respect of this for the purposes of the Data Protection Act 1998. It processes this data to:

- support its pupils teaching and learning;
- monitor and report on their progress;
- provide appropriate pastoral care, and
- assess how well the academy as a whole is doing.

This data includes contact details, personal data, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

This data may only be used or passed on for specific purposes allowed by law. From time to time the academy is required to pass on some of this data to local authorities, the Department for Education (DfE), the YPLA, 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 (Managing Information Across Partners) programme and Connexions (see below)]**. All these are data controllers in respect of the data they receive, and are subject to the same legal constraints in how they deal with the data.

Pupils, as data subjects, have certain rights under the Data Protection Act, 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 12 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.

**For pupils of 13 years and over, the academy is legally required to pass on certain information to Connexions services providers on request. Connexions is the government's support service for all young people aged 13 to 19 in England. This information includes the name and address of the pupil and parent, and any further information relevant to the Connexions services' role. However parents, or the pupils themselves if aged 16 or over, can ask that no information beyond name and address (for pupil and parent) be passed on to Connexions. If as a parent, or as a pupil aged 16 or over, you wish to opt-out and do not want Connexions to receive from the academy information beyond name and address, then please contact the academy.**

**If you have a query about the passing on of any information to 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
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## 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
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## 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 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18

Atomic #		Symbol		Name		Weight	
1	H	Hydrogen	1.008	3	Li	Lithium	6.94
2	He	Helium	4.0026	4	Be	Beryllium	9.012
<div><div>C Solid</div><div>Hg Liquid</div><div>H Gas</div><div>Rf Unknown</div></div>							
<div><div><div>Metals</div><div>Lanthanoids (Lanthanides)</div><div>Actinoids (Actinides)</div><div>Alkaline earth metals</div><div>Alkali metals</div></div><div><div>Nonmetals</div><div>Other nonmetals</div></div><div><div>Metalloids</div><div>Post-transition metals</div><div>Transition metals</div></div></div>							
<div><div><div>Noble gases</div></div></div>							
<div><div><div>Phlogogens</div><div>Chalcogens</div><div>Halogens</div></div></div>							
6	C	Carbon	12.011	7	N	Nitrogen	14.007
8	O	Oxygen	15.999	9	F	Fluorine	18.998
10	Ne	Neon	20.180	17	Cl	Chlorine	35.45
18	Ar	Argon	39.948	35	Br	Bromine	79.904
36	Kr	Krypton	83.798	53	I	Iodine	126.90
54	Xe	Xenon	131.29	86	Rn	Radon	(222)
86	Rn	Radon	(222)	118	Og	Oganesson	(294)
13	Al	Aluminum	26.982	14	Si	Silicon	28.085
15	P	Phosphorus	30.974	16	S	Sulfur	32.06
33	As	Arsenic	74.922	34	Se	Selenium	78.971
51	Sb	Antimony	121.76	52	Te	Tellurium	127.60
83	Bi	Bismuth	208.98	84	Po	Polonium	(209)
115	Mc	Moscovium	(290)	116	Lv	Livermorium	(293)
117	Ts	Tennessine	(294)	118	Og	Oganesson	(294)
5	B	Boron	10.81	6	C	Carbon	12.011
13	Al	Aluminum	26.982	14	Si	Silicon	28.085
31	Ga	Gallium	69.723	32	Ge	Germanium	72.630
49	In	Indium	114.82	50	Sn	Tin	118.71
81	Tl	Thallium	204.38	82	Pb	Lead	207.2
113	Nh	Nihonium	(286)	114	Fl	Flerovium	(289)
115	Mc	Moscovium	(290)	116	Lv	Livermorium	(293)
117	Ts	Tennessine	(294)	118	Og	Oganesson	(294)
29	Cu	Copper	63.546	30	Zn	Zinc	65.38
47	Ag	Silver	107.87	48	Cd	Cadmium	112.41
79	Au	Gold	196.97	80	Hg	Mercury	200.59
111	Rg	Roentgenium	(282)	112	Cn	Copernicium	(285)
27	Co	Cobalt	58.933	28	Ni	Nickel	58.693
45	Rh	Rhodium	102.91	46	Pd	Palladium	106.42
77	Ir	Iridium	192.22	78	Pt	Platinum	195.08
109	Mt	Meitnerium	(278)	110	Ds	Darmstadtium	(281)
44	Ru	Ruthenium	101.07	45	Rh	Rhodium	102.91
76	Os	Osmium	190.23	77	Ir	Iridium	192.22
108	Hs	Hassium	(277)	109	Mt	Meitnerium	(278)
106	Sg	Seaborgium	(266)	107	Bh	Bohrium	(264)
104	Rf	Rutherfordium	(261)	105	Ds	Darmstadtium	(281)
102	Ni	Nickel	58.693	103	Lr	Lawrencium	(260)
101	Db	Dubnium	(268)	102	Ni	Nickel	58.693
100	Lr	Lawrencium	(260)	101	Db	Dubnium	(268)
99	Uue	Ununennium	(295)	100	Lr	Lawrencium	(260)
98	Uub	Unbinilium	(296)	99	Uue	Ununennium	(295)
97	Uut	Untrium	(297)	98	Uub	Unbinilium	(296)
96	Uuq	Unquadium	(298)	97	Uut	Untrium	(297)
95	Uuh	Unhexium	(299)	96	Uuq	Unquadium	(298)
94	Uuo	Unoctium	(300)	95	Uuh	Unhexium	(299)
93	Uut	Untrium	(301)	94	Uuo	Unoctium	(300)
92	Uuq	Unquadium	(302)	93	Uut	Untrium	(301)
91	Uuh	Unhexium	(303)	92	Uuq	Unquadium	(302)
90	Uuo	Unoctium	(304)	91	Uuh	Unhexium	(303)
89	Uut	Untrium	(305)	90	Uuo	Unoctium	(304)
88	Uub	Unbinilium	(306)	89	Uut	Untrium	(305)
87	Uuq	Unquadium	(307)	88	Uub	Unbinilium	(306)
86	Uuh	Unhexium	(308)	87	Uuq	Unquadium	(307)
85	Uuo	Unoctium	(309)	86	Uuh	Unhexium	(308)
84	Uut	Untrium	(310)	85	Uuo	Unoctium	(309)
83	Uuq	Unquadium	(311)	84	Uut	Untrium	(310)
82	Uuh	Unhexium	(312)	83	Uuq	Unquadium	(311)
81	Uuo	Unoctium	(313)	82	Uuh	Unhexium	(312)
80	Uut	Untrium	(314)	81	Uuo	Unoctium	(313)
79	Uuq	Unquadium	(315)	80	Uut	Untrium	(314)
78	Uuh	Unhexium	(316)	79	Uuq	Unquadium	(315)
77	Uuo	Unoctium	(317)	78	Uuh	Unhexium	(316)
76	Uut	Untrium	(318)	77	Uuo	Unoctium	(317)
75	Uuq	Unquadium	(319)	76	Uut	Untrium	(318)
74	Uuh	Unhexium	(320)	75	Uuq	Unquadium	(319)
73	Uuo	Unoctium	(321)	74	Uuh	Unhexium	(320)
72	Uut	Untrium	(322)	73	Uuo	Unoctium	(321)
71	Uuq	Unquadium	(323)	72	Uut	Untrium	(322)
70	Uuh	Unhexium	(324)	71	Uuq	Unquadium	(323)
69	Uuo	Unoctium	(325)	70	Uuh	Unhexium	(324)
68	Uut	Untrium	(326)	69	Uuo	Unoctium	(325)
67	Uuq	Unquadium	(327)	68	Uut	Untrium	(326)
66	Uuh	Unhexium	(328)	67	Uuq	Unquadium	(327)
65	Uuo	Unoctium	(329)	66	Uuh	Unhexium	(328)
64	Uut	Untrium	(330)	65	Uuo	Unoctium	(329)
63	Uuq	Unquadium	(331)	64	Uut	Untrium	(330)
62	Uuh	Unhexium	(332)	63	Uuq	Unquadium	(331)
61	Uuo	Unoctium	(333)	62	Uuh	Unhexium	(332)
60	Uut	Untrium	(334)	61	Uuo	Unoctium	(333)
59	Uuq	Unquadium	(335)	60	Uut	Untrium	(334)
58	Uuh	Unhexium	(336)	59	Uuq	Unquadium	(335)
57	Uuo	Unoctium	(337)	58	Uuh	Unhexium	(336)
56	Uut	Untrium	(338)	57	Uuo	Unoctium	(337)
55	Uuq	Unquadium	(339)	56	Uut	Untrium	(338)
54	Uuh	Unhexium	(340)	55	Uuq	Unquadium	(339)
53	Uuo	Unoctium	(341)	54	Uuh	Unhexium	(340)
52	Uut	Untrium	(342)	53	Uuo	Unoctium	(341)
51	Uuq	Unquadium	(343)	52	Uut	Untrium	(342)
50	Uuh	Unhexium	(344)	51	Uuq	Unquadium	(343)
49	Uuo	Unoctium	(345)	50	Uuh	Unhexium	(344)
48	Uut	Untrium	(346)	49	Uuo	Unoctium	(345)
47	Uuq	Unquadium	(347)	48	Uut	Untrium	(346)
46	Uuh	Unhexium	(348)	47	Uuq	Unquadium	(347)
45	Uuo	Unoctium	(349)	46	Uuh	Unhexium	(348)
44	Uut	Untrium	(350)	45	Uuo	Unoctium	(349)
43	Uuq	Unquadium	(351)	44	Uut	Untrium	(350)
42	Uuh	Unhexium	(352)	43	Uuq	Unquadium	(351)
41	Uuo	Unoctium	(353)	42	Uuh	Unhexium	(352)
40	Uut	Untrium	(354)	41	Uuo	Unoctium	(353)
39	Uuq	Unquadium	(355)	40	Uut	Untrium	(354)
38	Uuh	Unhexium	(356)	39	Uuq	Unquadium	(355)
37	Uuo	Unoctium	(357)	38	Uuh	Unhexium	(356)
36	Uut	Untrium	(358)	37	Uuo	Unoctium	(357)
35	Uuq	Unquadium	(359)	36	Uut	Untrium	(358)
34	Uuh	Unhexium	(360)	35	Uuq	Unquadium	(359)
33	Uuo	Unoctium	(361)	34	Uuh	Unhexium	(360)
32	Uut	Untrium	(362)	33	Uuo	Unoctium	(361)
31	Uuq	Unquadium	(363)	32	Uut	Untrium	(362)
30	Uuh	Unhexium	(364)	31	Uuq	Unquadium	(363)
29	Uuo	Unoctium	(365)	30	Uuh	Unhexium	(364)
28	Uut	Untrium	(366)	29	Uuo	Unoctium	(365)
27	Uuq	Unquadium	(367)	28	Uut	Untrium	(366)
26	Uuh	Unhexium	(368)	27	Uuq	Unquadium	(367)
25	Uuo	Unoctium	(369)	26	Uuh	Unhexium	(368)
24	Uut	Untrium	(370)	25	Uuo	Unoctium	(369)
23	Uuq	Unquadium	(371)	24	Uut	Untrium	(370)
22	Uuh	Unhexium	(372)	23	Uuq	Unquadium	(371)
21	Uuo	Unoctium	(373)	22	Uuh	Unhexium	(372)
20	Uut	Untrium	(374)	21	Uuo	Unoctium	(373)
19	Uuq	Unquadium	(375)	20	Uut	Untrium	(374)
18	Uuh	Unhexium	(376)	19	Uuq	Unquadium	(375)
17	Uuo	Unoctium	(377)	18	Uuh	Unhexium	(376)
16	Uut	Untrium	(378)	17	Uuo	Unoctium	(377)
15	Uuq	Unquadium	(379)	16	Uut	Untrium	(378)
14	Uuh	Unhexium	(380)	15	Uuq	Unquadium	(379)
13	Uuo	Unoctium	(381)	14	Uuh	Unhexium	(380)
12	Uut	Untrium	(382)	13	Uuo	Unoctium	(381)
11	Uuq	Unquadium	(383)	12	Uut	Untrium	(382)
10	Uuh	Unhexium	(384)	11	Uuq	Unquadium	(383)
9	Uuo	Unoctium	(385)	10	Uuh	Unhexium	(384)
8	Uut	Untrium	(386)	9	Uuo	Unoctium	(385)
7	Uuq	Unquadium	(387)	8	Uut	Untrium	(386)
6	Uuh	Unhexium	(388)	7	Uuq	Unquadium	(387)
5	Uuo	Unoctium	(389)	6	Uuh	Unhexium	(388)
4	Uut	Untrium	(390)	5	Uuo	Unoctium	(389)
3	Uuq	Unquadium	(391)	4	Uut	Untrium	(390)
2	Uuh	Unhexium	(392)	3	Uuq	Unquadium	(391)
1	Uuo	Unoctium	(393)	2	Uuh	Unhexium	(392)



# 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

### Examples :

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 - VOCABULARY

Key stage 3 - Year 7	Key stage 3 - Year 8
Biased	Annulled
Castle	Biased
Christianity	Catholic
Chronology	Civil war
Conquest	Consummate
Domesday book	Emperor
Evidence	Illegitimate
Feudal	Industrial
Fyrd	Interegnum
Government	Monastery
Housecarl	Parliament
Medieval	Persecution
Monarch	Protector
Motte and bailey	Protestant
Parliament	Reformation
Peasant	Restoration
Plague	Revolution
Primary	Source
Purpose	Succession
Reign	Technology
Religion	
Secondary	
Source	
Villein	

## 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



<b>Week commencing</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
04/09					
11/09					
18/09					
25/09					
02/10					
09/10					
30/10					
06/11					
13/11					
20/11					
27/11					
04/12					
11/12					
18/12					
01/01					
08/01					
15/01					
22/01					
29/01					
05/02					
19/02					
26/02					
05/03					
12/03					
19/03					
26/03					
16/04					
23/04					
30/04					
07/05					
14/05					
21/05					
04/06					
11/06					
18/06					
25/06					
02/07					
09/07					
16/07					



## ICT / COMPUTER SCIENCE

Application	Keyword	Meaning
<b>Word Processing</b>	Font	A style of lettering.
	Header	Text placed at the top of the document.
	Footer	Text placed at the bottom of the page.
	Page orientation	Portrait or landscape
<b>Spreadsheet</b>	Cell	One of the small boxes on the spreadsheet
	Row	Cells across the page labelled as numbers
	Column	Cells down the page labelled as letters.
<b>Internet</b>	Internet	Global network of computers
	Browser	A software application that provided a way to view and interact with pages on the World Wide Web, eg Explorer
	Search Engine	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.
	Hyperlink	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.
	Webpage	It is a collection of multimedia and text created by
<b>Presentation</b>	Animation	This effect makes the text and images appear in different ways.
	Transition	This animation effect makes the screens appear in different ways.
	Slide master	Allows colour, font size and style to be set to be the same in all slides.
	Slide	A single page in a presentation package intended for projection or display.
<b>Spreadsheet formula</b>		<u>Example</u>
	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)

## 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

### Religion and Early Life

<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 or religion, which does not make sense and means that the group is not treated equality.

**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, 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**

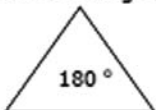
Factor: a whole number which divides exactly into another number

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

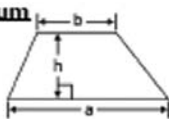
$$A = \pi r^2$$



**Trapezium**

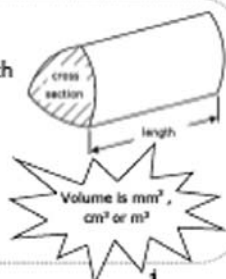
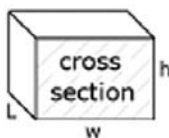
Area

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



**Regular Prisms**

Volume = area of cross section  $\times$  length



Volume is  $\text{mm}^3$ ,  $\text{cm}^3$  or  $\text{m}^3$

**Cone**

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

$$\text{Curved surface area} = \pi r l$$



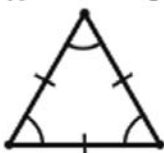
**Sphere**

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

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



**Types of triangle**



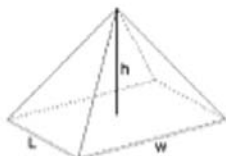
**Equilateral**  
3 equal sides and 3 equal angles of  $60^\circ$



**Isosceles**  
2 equal sides and 2 equal angles

Volume of a **Pyramid**

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



## Data

### Pie Chart

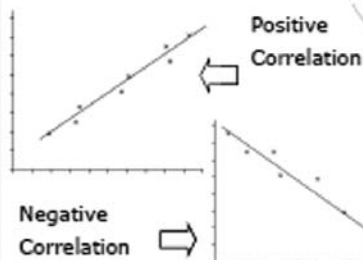
Size of angle =

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



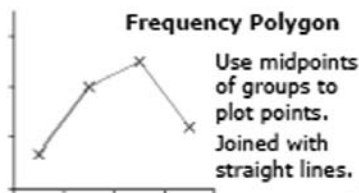
### Scatter Graph

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



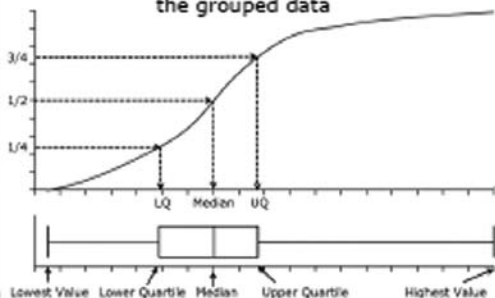
**\*\*Make sure you check the scale \*\***

### Frequency Polygon



### 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

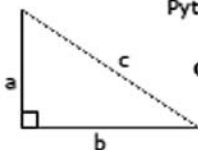
$$x \times x = x^2 \quad x + x = 2x$$

### Quadratic Formula

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

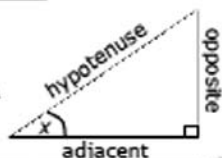
## Pythagoras' & Trigonometry

### Pythagoras' Theorem



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

SOH CAH TOA



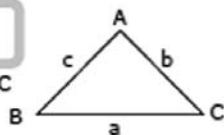
In any triangle ABC

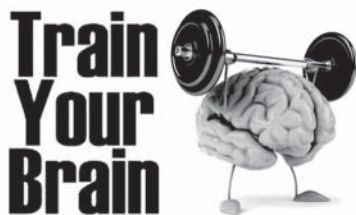
$$\text{Area} = \frac{1}{2}ab \sin C$$

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

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

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





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</b> or <b>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</b> a <b>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: before</b> the 's' in the owner is single. <i>E.g. the girl's hat; after</i> 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
<b>P</b>	Punctuation	<p><b>()</b> <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></p>
		<p><b>:</b> 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.</i></p>
		<p><b>;</b> 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></p>
		<p><b>" "</b> 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).</p>
<b>SE</b>	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>
<b>Sp</b>	Spelling	<b>Spell</b> the word <b>correctly</b> .
<b>SS</b>	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</b>, <b>phrases</b> and <b>words</b>.)</i>
<b>T</b>	Tense	Use the correct <b>tense</b> . <b>E.g. 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.
<b>WW</b>	Wrong word used	Ensure you have used the <b>correct word</b> so your sentence makes sense.

## PROGRESS REPORTS

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 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>Maths</i>	1+	2+	3
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*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.*



## PROGRESS REPORTS

### Summer 2017

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

### Autumn 2017

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

### Spring 2018

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 on the new Key Stage 4 GCSE grades, which we believe will prove far more valuable for students and parents in tracking progress and attainment. It is possible that this will change slightly as more information on the new Key Stage 2 standardised test scores becomes available, and the newly reformed GCSE exams are marked starting in Summer 2017, both of which will provide more accurate information about the two new systems, and allow us to align our grades accurately.

New GCSE Grade English & Maths 2017 All Subjects 2018	LHEA Key Stage 3 & 4 Fine Grades	Old Key Stage 4 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
	3	
	3-	
2	2+	E
	2	
	2-	
1	1+	F
	1	
	1-	
	a+	G
	a	
	a-	
	b+	U
	b	
	b-	
	c+	
	c+	
	c-	

## ATTITUDE TO LEARNING

Attitude to Learning Judgement	Description of attitude that may be demonstrated
<b>1 - Excellent</b>	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.
<b>2 - Good</b>	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.
<b>3 - Satisfactory</b>	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.
<b>4 - Cause for concern</b>	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;

## HOMEWORK POLICY

<b><u>How often homework should be set</u></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><u>When homework should be set</u></b>	See <b>Homework Schedules</b> on page 4.		
<b><u>How long homework should be</u></b>	Each piece of homework set should take students <b>between 30 and 45 minutes</b> to complete.		
<b><u>Notice to students</u></b>	Students should be given at least <b>48 hours' notice</b> to complete each piece of homework.		
<b><u>Types of homework that may be used</u></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><u>Recording of homework</u></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><u>Rewards and incentives</u></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' 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><u>Sanctions for incomplete / unsatisfactory standards of homework</u></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>		
	<b>Issues</b>	<b>Sanctions</b>	<b>SIMS Recording</b>
	<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> point for <b>'Homework not completed on one occasion'</b> with the <b>action</b> recorded as a <b>'15 minute detention'</b>.</p>

## HOMEWORK POLICY

	Issues	Sanctions	SIMS Recording
<u>Sanctions for incomplete / unsatisfactory standards of homework</u>	Failure to attend a 15 minute homework detention.	The <u>Teacher</u> 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 <u>Teacher</u> must issue a 'Behaviour' point for 'Failure to attend 15 minute homework detention' with the action recorded as a '30 minute detention'.
	Failure to complete homework on more than one occasion per half term.	The <u>Teacher</u> 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 more than <b>one occasion</b> .	The class <u>Teacher</u> must issue a 'Behaviour' point for 'No homework on more than one occasion' with the action recorded as a '30 minute detention'.
	Failure to attend a 30 minute homework detention.	The <u>Subject Leader</u> 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 <u>Subject Leader</u> must issue a 'Behaviour' point for 'Failure to attend 30 minute homework detention' with the action recorded as a '60 minute detention'.
	Failure to attend a 60 minute homework detention.	The <u>Subject Leader</u> 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 <u>SLT Line Manager</u> .	The <u>Subject Leader</u> must issue a 'Behaviour' point for 'Failure to attend 60 minute homework detention' with the action recorded as a '60 minute detention'.
<u>How homework will be monitored</u>	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 single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

# WEEK BEGINNING 4th September 2017

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

## Subject and Homework Details

Monday	4th September	Date Due	Done
Lundi	INSET DAY		
Tuesday	5th September	Date Due	Done
Mardi	INSET DAY		
Wednesday	6th September	Date Due	Done
Mercredi			

## Subject and Homework Details

Thursday	7th September	Date Due	Done
<b>Jeudi</b>			
Friday	8th September	Date Due	Done
<b>Vendredi</b>			

Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday
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Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Signature.....

Achievement Points <small>See page 17</small>	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 11th September 2017

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

## Subject and Homework Details

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

Subject and Homework Details							
<b>Thursday</b>		14th September				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		15th September				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:		Monday	Tuesday	Wednesday	Thursday	Friday	
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 18th September 2017

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

## Subject and Homework Details

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

Subject and Homework Details							
<b>Thursday</b>		21st September				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		22nd September				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:		Monday	Tuesday	Wednesday	Thursday	Friday	
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 25th September 2017

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

## Subject and Homework Details

Monday	25th September	Date Due	Done
Lundi			
Tuesday	26th September	Date Due	Done
Mardi			
Wednesday	27th September	Date Due	Done
Mercredi			



Subject and Homework Details							
<b>Thursday</b>		28th September				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		29th September				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 2nd October 2017

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

## Subject and Homework Details

Monday	2nd October	Date Due	Done
Lundi			
Tuesday	3rd October	Date Due	Done
Mardi			
Wednesday	4th October	Date Due	Done
Mercredi			

Subject and Homework Details							
<b>Thursday</b>		5th October				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		6th October				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 9th October 2017

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

## Subject and Homework Details

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

## Subject and Homework Details

Thursday	12th October	Date Due	Done
Jeudi			
Friday	13th October	Date Due	Done
Vendredi			

Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday
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Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Signature.....

Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 30th October 2017

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

## Subject and Homework Details

Monday	30th October	Date Due	Done
Lundi	INSET DAY		
Tuesday	31st October	Date Due	Done
Mardi			
Wednesday	1st November	Date Due	Done
Mercredi			

Subject and Homework Details							
<b>Thursday</b>		2nd November				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		3rd November				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 6th November 2017

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

## Subject and Homework Details

Monday	6th November	Date Due	Done
Lundi			
Tuesday	7th November	Date Due	Done
Mardi			
Wednesday	8th November	Date Due	Done
Mercredi			



Subject and Homework Details							
<b>Thursday</b>		9th November				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		10th November				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 13th November 2017

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

## Subject and Homework Details

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

Subject and Homework Details							
<b>Thursday</b>		16th November				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		17th November				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:		Monday	Tuesday	Wednesday	Thursday	Friday	
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 20th November 2017

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

## Subject and Homework Details

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

Subject and Homework Details							
<b>Thursday</b>		23rd November				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		24th November				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 27th November 2017

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

## Subject and Homework Details

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

Subject and Homework Details							
<b>Thursday</b>		30th November				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		1st December				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:		Monday	Tuesday	Wednesday	Thursday	Friday	
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 4th December 2017

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

## Subject and Homework Details

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



## Subject and Homework Details

Thursday	7th December	Date Due	Done
<b>Jeudi</b>			
Friday	8th December	Date Due	Done
<b>Vendredi</b>			

Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday
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Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Signature.....

Achievement Points <small>See page 17</small>	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 11th December 2017

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

## Subject and Homework Details

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

## Subject and Homework Details

Thursday	14th December	Date Due	Done
<b>Jeudi</b>			
Friday	15th December	Date Due	Done
<b>Vendredi</b>			

Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday
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Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Signature.....

Achievement Points <small>See page 17</small>	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 18th December 2017

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

## Subject and Homework Details

Monday	18th December	Date Due	Done
Lundi			
Tuesday	19th December	Date Due	Done
Mardi	END OF TERM		
Wednesday	20th December	Date Due	Done
Mercredi			

Subject and Homework Details							
<b>Thursday</b>		21st December				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		22nd December				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 1st January 2018

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

## Subject and Homework Details

Monday	1st January	Date Due	Done
Lundi	<b>BANK HOLIDAY</b>		
Tuesday	2nd January	Date Due	Done
Mardi			
Wednesday	3rd January	Date Due	Done
Mercredi	<b>INSET DAY</b>		

Subject and Homework Details							
<b>Thursday</b>		4th January				Date Due	Done
<b>Jeudi</b>		<b>PUPILS RETURN</b>					
<b>Friday</b>		5th January				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 8th January 2018

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

## Subject and Homework Details

Monday	8th January	Date Due	Done
Lundi			
Tuesday	9th January	Date Due	Done
Mardi			
Wednesday	10th January	Date Due	Done
Mercredi			



## Subject and Homework Details

Thursday	11th January	Date Due	Done
Jeudi			
Friday	12th January	Date Due	Done
Vendredi			

Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday
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Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Signature.....

Achievement Points <small>See page 17</small>	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 15th January 2018

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

## Subject and Homework Details

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

## Subject and Homework Details

Thursday	18th January	Date Due	Done
<b>Jeudi</b>			
Friday	19th January	Date Due	Done
<b>Vendredi</b>			

Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday
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Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Signature.....

Achievement Points <small>See page 17</small>	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 22nd January 2018

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

## Subject and Homework Details

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

Subject and Homework Details							
<b>Thursday</b>	25th January					Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>	26th January					Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 29th January 2018

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

## Subject and Homework Details

Monday	29th January	Date Due	Done
Lundi			
Tuesday	30th January	Date Due	Done
Mardi			
Wednesday	31st January	Date Due	Done
Mercredi			

Subject and Homework Details							
<b>Thursday</b>		1st February				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		2nd February				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 5th February 2018

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

## Subject and Homework Details

Monday	5th February	Date Due	Done
Lundi			
Tuesday	6th February	Date Due	Done
Mardi			
Wednesday	7th February	Date Due	Done
Mercredi			



Subject and Homework Details							
<b>Thursday</b>		8th February				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		9th February				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 19th February 2018

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

## Subject and Homework Details

Monday	19th February	Date Due	Done
Lundi			
Tuesday	20th February	Date Due	Done
Mardi			
Wednesday	21st February	Date Due	Done
Mercredi			

Subject and Homework Details							
<b>Thursday</b>		22nd February				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		23rd February				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:		Monday	Tuesday	Wednesday	Thursday	Friday	
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 26th February 2018

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

## Subject and Homework Details

Monday	26th February	Date Due	Done
Lundi			
Tuesday	27th February	Date Due	Done
Mardi			
Wednesday	28th February	Date Due	Done
Mercredi			

## Subject and Homework Details

Thursday	1st March	Date Due	Done
<b>Jeudi</b>			
Friday	2nd March	Date Due	Done
<b>Vendredi</b>			

Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday
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Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Signature.....

Achievement Points <small>See page 17</small>	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 5th March 2018

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

## Subject and Homework Details

Monday	5th March	Date Due	Done
Lundi			
Tuesday	6th March	Date Due	Done
Mardi			
Wednesday	7th March	Date Due	Done
Mercredi			

Subject and Homework Details							
<b>Thursday</b>		8th March				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		9th March				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 12th March 2018

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

## Subject and Homework Details

Monday	12th March	Date Due	Done
Lundi			
Tuesday	13th March	Date Due	Done
Mardi			
Wednesday	14th March	Date Due	Done
Mercredi			



## Subject and Homework Details

Thursday	15th March	Date Due	Done
Jeudi			
Friday	16th March	Date Due	Done
Vendredi			

Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday
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Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Signature.....

Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 19th March 2018

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

## Subject and Homework Details

Monday	19th March	Date Due	Done
Lundi			
Tuesday	20th March	Date Due	Done
Mardi			
Wednesday	21st March	Date Due	Done
Mercredi			

## Subject and Homework Details

Thursday	22nd March	Date Due	Done
<b>Jeudi</b>			
Friday	23rd March	Date Due	Done
<b>Vendredi</b>			

Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday
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Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Signature.....

Achievement Points <small>See page 17</small>	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 26th March 2018

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

## Subject and Homework Details

Monday	26th March	Date Due	Done
Lundi			
Tuesday	27th March	Date Due	Done
Mardi			
Wednesday	28th March	Date Due	Done
Mercredi			

Subject and Homework Details							
<b>Thursday</b>		29th March				Date Due	Done
<b>Jeudi</b>		<b>END OF TERM</b>					
<b>Friday</b>		30th March				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 16th April 2018

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

## Subject and Homework Details

Monday	16th April	Date Due	Done
Lundi	INSET DAY		
Tuesday	17th April	Date Due	Done
Mardi	PUPILS RETURN		
Wednesday	18th April	Date Due	Done
Mercredi			

## Subject and Homework Details

Thursday	19th April	Date Due	Done
<b>Jeudi</b>			
Friday	20th April	Date Due	Done
<b>Vendredi</b>			

Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday
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Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Signature.....

Achievement Points <small>See page 17</small>	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 23rd April 2018

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

## Subject and Homework Details

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



Subject and Homework Details							
Thursday	26th April					Date Due	Done
Jeudi							
Friday	27th April					Date Due	Done
Vendredi							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 30th April 2018

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

## Subject and Homework Details

Monday	30th April	Date Due	Done
Lundi			
Tuesday	1st May	Date Due	Done
Mardi			
Wednesday	2nd May	Date Due	Done
Mercredi			

## Subject and Homework Details

Thursday	3rd May	Date Due	Done
<b>Jeudi</b>			
Friday	4th May	Date Due	Done
<b>Vendredi</b>			

Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday
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Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Signature.....

Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 7th May 2018

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

## Subject and Homework Details

Monday	7th May	Date Due	Done
Lundi	<b>BANK HOLIDAY</b>		
Tuesday	8th May	Date Due	Done
Mardi			
Wednesday	9th May	Date Due	Done
Mercredi			

## Subject and Homework Details

Thursday	10th May	Date Due	Done
<b>Jeudi</b>			

Friday	11th May	Date Due	Done
<b>Vendredi</b>			

Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday
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Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Signature.....

Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 14th May 2018

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

## Subject and Homework Details

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

## Subject and Homework Details

Thursday	17th May	Date Due	Done
<b>Jeudi</b>			
Friday	18th May	Date Due	Done
<b>Vendredi</b>			

Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday
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Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Signature.....

Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 21st May 2018

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

## Subject and Homework Details

Monday	21st May	Date Due	Done
Lundi			
Tuesday	22nd May	Date Due	Done
Mardi			
Wednesday	23rd May	Date Due	Done
Mercredi			



Subject and Homework Details							
Thursday		24th May				Date Due	Done
Jeudi							
Friday		25th May				Date Due	Done
Vendredi							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 4th June 2018

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

## Subject and Homework Details

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

## Subject and Homework Details

Thursday	7th June	Date Due	Done
<b>Jeudi</b>			
Friday	8th June	Date Due	Done
<b>Vendredi</b>			

Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday
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Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Signature.....

Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 11th June 2018

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

## Subject and Homework Details

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

## Subject and Homework Details

Thursday	14th June	Date Due	Done
<b>Jeudi</b>			
Friday	15th June	Date Due	Done
<b>Vendredi</b>			

Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday
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Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Signature.....

Achievement Points <small>See page 17</small>	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 18th June 2018

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

## Subject and Homework Details

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

Subject and Homework Details							
<b>Thursday</b>		21st June				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		22nd June				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:		Monday	Tuesday	Wednesday	Thursday	Friday	
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

## WEEK BEGINNING 25th June 2018

	Mon	Tue	Wed	Thu	Fri	P - Present A - Absent L - Late	Example	<table><tr><td>Mon</td></tr><tr><td>P</td></tr><tr><td>P</td></tr></table>	Mon	P	P	Totals	Present	
Mon														
P														
P														
am						Absent								
pm						Late								

### Subject and Homework Details

Monday	25th June	Date Due	Done
Lundi			
Tuesday	26th June	Date Due	Done
Mardi			
Wednesday	27th June	Date Due	Done
Mercredi			



Subject and Homework Details							
<b>Thursday</b>		28th June				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		29th June				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 2nd July 2018

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

## Subject and Homework Details

Monday	2nd July	Date Due	Done
Lundi			
Tuesday	3rd July	Date Due	Done
Mardi			
Wednesday	4th July	Date Due	Done
Mercredi			

Subject and Homework Details							
<b>Thursday</b>		5th July				Date Due	Done
<b>Jeudi</b>							
<b>Friday</b>		6th July				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 9th July 2018

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

## Subject and Homework Details

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

## Subject and Homework Details

Thursday	12th July	Date Due	Done
<b>Jeudi</b>			
Friday	13th July	Date Due	Done
<b>Vendredi</b>			

Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday
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Tutor Check {Sign}:

Parent / Carer Comment / Message to Tutor:

Signature.....

Achievement Points <small>See page 17</small>	Mon	Tue	Wed	Thu	Fri	Weekly Total	Running Total

# WEEK BEGINNING 16th July 2018

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

## Subject and Homework Details

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

Subject and Homework Details							
<b>Thursday</b>		19th July				Date Due	Done
<b>Jeudi</b>		<b>END OF TERM</b>					
<b>Friday</b>		20th July				Date Due	Done
<b>Vendredi</b>							
Detentions set for this week:	Monday	Tuesday	Wednesday	Thursday	Friday		
Tutor Check {Sign}:							
Parent / Carer Comment / Message to Tutor:							
Signature.....							
Achievement Points See page 17	Mon	Tue	Wed	Thu	Fri	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						
		Term	Comment	Red	Amber	Green		
1		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

**Northern Irish Unitary Authorities:**

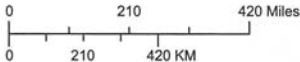
Cookstown	14
Antrim	15
Newtownabbey	16
Carrickfergus	17
Larne	18
Ballymena	19
Magherafelt	20
Strabane	21
Derry	22
Limavady	23
Coleraine	24
Ballymoney	25
Moyle	26

**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

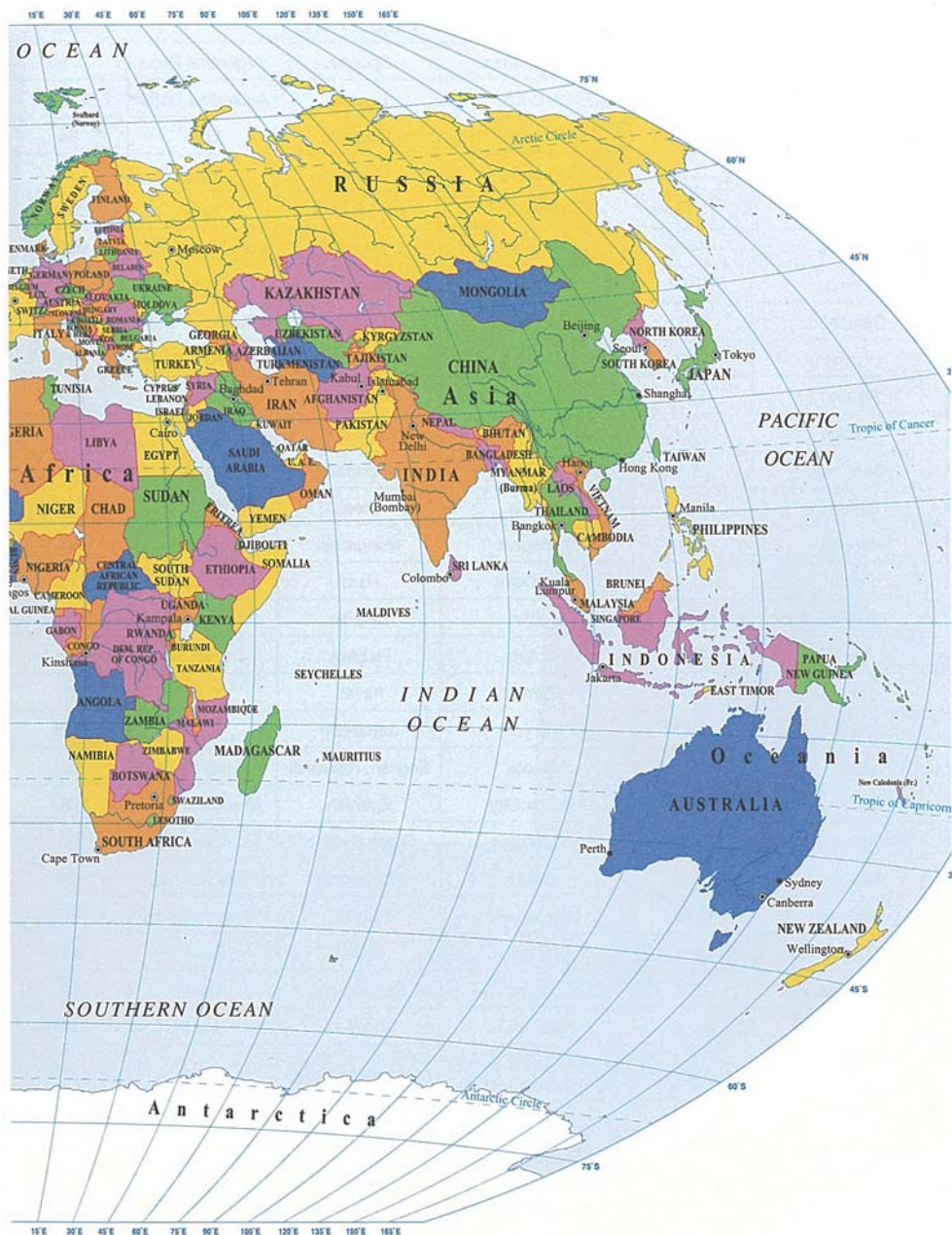












# Medical Pass

[illegible]



# Stop

I do not  
understand



# Stop

I do not  
understand



**Almost  
There!**

**Not Sure**  
**Please explain**

**Almost  
There!**

**Not Sure**  
**Please explain**

# Go

## Yes

I understand



# Go

## Yes

I understand



## Homework Timetable

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

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# TIMETABLE

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