

Year 6

Transition Booklet

September 2021



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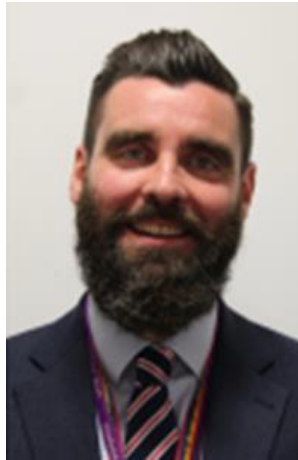
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A message from the Head Teacher:

David Wright



Dear Parents and Carers,

I would like to offer you a very warm welcome to Woodlands School, and we are delighted that your youngster will be joining us in September.

At Woodlands School, every young person has access to a fully inclusive and appropriately challenging curriculum, which is taught by highly qualified and outstanding teachers. We expect all to strive for excellence in their academic studies and that they will always challenge themselves to extend their knowledge and understanding. High aspirations for all will allow them to flourish as life-long learners.

There is an extensive range of extra-curricular opportunities for all to experience. Our programme provides an outstanding opportunity for each young person to enrich and extend their learning, whilst developing key social skills that will allow them to access Higher/Further Education and a suitably challenging career.

I am very much looking forward to sharing the journey with you.

The very best of wishes,



David Wright
Head Teacher

Woodlands School Mission Statement

At Woodlands School, every pupil will have the foundations laid for a lifelong love of learning, through a fully inclusive and appropriately challenging curriculum, taught by outstanding and highly qualified teachers. Pupils will have all barriers to learning removed, ensuring a safe and stimulating learning environment where all make outstanding progress, allowing them the opportunity to be excellent.

Working together with our local community to create opportunities and ensure resilient young people, with excellent social skills and a strong moral purpose, become adults that can go on and make a real difference locally, nationally and globally.

Staff within Woodlands School are valued and supported through an outstanding professional development programme.

As a learning community we work with all stakeholders to have the highest aspirations, be resilient and seek all opportunities to be excellent.

Woodlands School Vision Statement

To allow every pupil the opportunity to achieve academic excellence

To ensure high aspirations for all in a stimulating and secure environment

To foster a 'can do' and resilient approach to every challenge in all stakeholders

To develop an empathy and understanding for our local community



A message from the Head of Year 7:

Mrs Nicola Wykes



Dear Year, 6,

I am really looking forward to you joining us here at Woodlands School in September.

I know you will settle into Woodlands quickly, make lots of new friends and really enjoy your time here.

I want to reassure you that all staff are here to help and guide you in your first few weeks at Woodlands and beyond, so there is no need to worry about a thing!

All we do at Woodlands is driven by our ethos of Aspiration, Resilience, Opportunity, Excellence - AROE. Embrace these four key words and you will all be successful both in school and beyond.

Enjoy yourself at school, treat each other with respect and take every opportunity you have available to you.

I am looking forward to meeting you in September.

Nicola Wykes
Head of Year 7

The School Ethos

Aspiration:

We want to ensure all are aspirational and have high expectations of themselves and those around them. We seek to embed a lifelong love of learning.

Resilience:

We are committed to the personal development of all our pupils, ensuring that they are happy, safe and enjoy coming to school. Ensuring they have the ability to meet the challenges of the future.

Opportunity:

We will provide opportunities for all to be a success through being fully inclusive, aspirational, challenging and engaging. Supported by an engaging curriculum ensuring academic success.

Excellence:

We will deliver lessons which challenge their thinking with all barriers to learning removed. All pupils are entitled to every lesson being outstanding and taught by classroom leaders who are excellent and constantly developing their teaching.

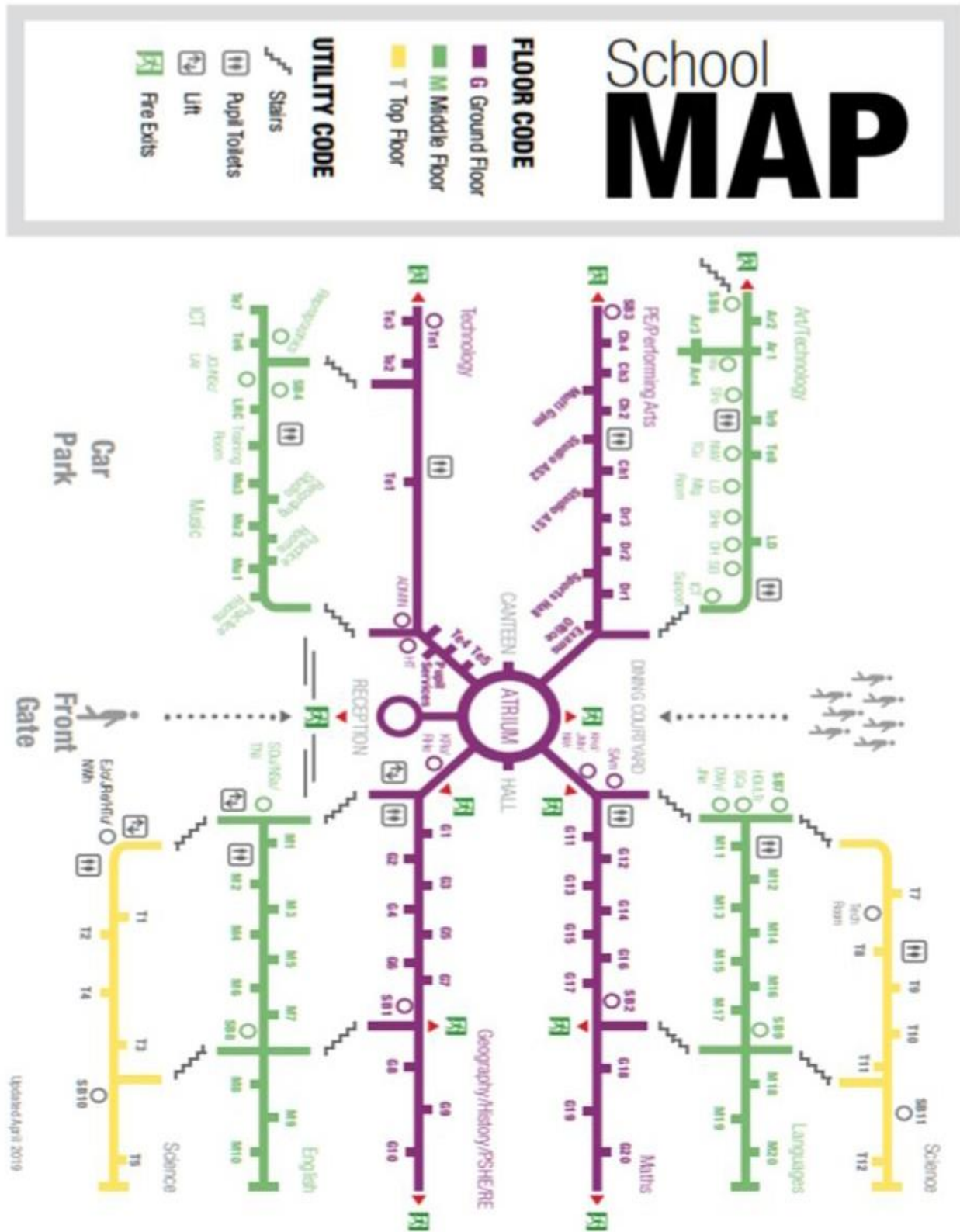




WOODLANDS SCHOOL

ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE

School Map



Curriculum Intent:

Our over-arching principle is that we will deliver a curriculum that is ambitious for all, adhering to our core values of AROE: aspiration, resilience, opportunity and excellence.

At Woodlands School, every pupil will have the foundations laid for a lifelong love of learning, through a fully inclusive and appropriately challenging curriculum, taught by outstanding and highly qualified teachers. Pupils will have all barriers to learning removed, ensuring a safe and stimulating learning environment where all make outstanding progress, allowing them the opportunity to be excellent.

By the end of their time with us, we have the following expectations for our pupils:

Be aspirational:

All Woodlands pupils will be well-informed and prepared to take the next steps in their education, employment or training. Pupils will be encouraged to strive towards Russell Group universities, higher apprenticeships and high-level employment, both in London and further afield.

All Woodlands pupils will gain the cultural capital to ensure they are well-rounded, well-informed individuals who have been provided with the same cultural opportunities as their peers from a wide range of educational backgrounds.

All Woodlands pupils, especially those with Special Educational Need or Disabilities, will be equipped with the vital life skills required to flourish and be excellent in adult life

Be resilient:

All Woodlands pupils will be emotionally and physically healthy, equipped to keep themselves safe in the modern, digital world.

All Woodlands pupils will possess the depth of character and resilience to cope with setbacks and rise to challenges, whatever life throws at them.

Take opportunities:

All Woodlands pupils will be highly literate and numerate, fully confident in applying these core skills to new contexts.

All Woodlands pupils will be excellent orators, furnished with the impressive communications skills so sought after by high-level employers.

All Woodlands pupils will have taken opportunities to fully immerse themselves in the wider life of the school, engaging in a range of enriching activities that both help foster positive relationships and take pupils out of their comfort zone.

Be excellent:

All Woodlands pupils will be successful in a wide range of subjects, with a strong academic core, that supports their academic, creative, technical or vocational ambitions.

All Woodlands pupils will become experts in their subjects and possess the metacognitive skills to continually improve their knowledge and skills.

All Woodlands pupils will have a lifelong love of learning, will read widely and appreciate the value of education.



Curriculum Implementation:

In order to deliver on our curriculum intent, it is vital that we carefully considered how we intend to implement our curriculum, always keeping our core values of aspiration, resilience, opportunity and excellence in mind.

Aspiration:

A comprehensive careers curriculum will be provided to all pupils to ensure they are well-informed of their options for education, employment or training post-16. This will include, as a minimum, a two- week work experience programme, a business mentoring programme, a careers information evening and Connexions careers advice.

Our pupils will have their cultural horizons broadened through a range of spiritual, moral, social and cultural opportunities. A diverse programme of enrichment activities is on offer and all pupils will be encouraged to participate in at least one activity.

Pupils with SEND who require extra support will be provided with an ambitious curriculum offer, designed by our Learning

Development Team, which will ensure these pupils access an appropriately challenging curriculum whilst consolidating their progress in key skills, such as literacy, numeracy and other key life skills.

Resilience:

Our PSHRE curriculum, which we at Woodlands call AROE – Aspiration, Resilience, Opportunity, Excellence, tying in with our ethos, will ensure our pupils thrive as healthy individuals, who understand how to keep themselves safe both in the real world and online. This will be delivered through dedicated AROE lessons as well as during Tutor Time sessions and weekly assemblies.

Opportunities will be provided to develop pupils' resilience in a supportive setting: a dedicated pastoral team of Resilience Coaches, Well-being leads and in-school Counsellors , as well as Heads of Year will provide bespoke guidance for pupils as and when needed.

A wide range of leadership positions are provided to all of our pupils, who are encouraged to apply for such roles as Head Boy/Girl, the Junior Leadership Team, Anti-Bullying Champions and Learning Ambassadors.



Opportunity:

All schemes of learning across all faculties will provide pupils with the opportunity to develop their literacy and numeracy skills.

All schemes of learning will promote the teaching of oracy skills, and the development of oracy skills will have parity with literacy and numeracy.

A range of enrichment opportunities will be provided for all pupils, in the form of school trips, in-school events and a wide range of extra-curricular activities.

Excellence:

All of our pupils will be offered a broad and balanced curriculum, which is ambitious for all. At Key Stage Four, the large majority of pupils will have the opportunity to study the EBacc, as well as a range of creative, technical and vocational qualifications. At Key Stage Three, pupils will be provided with a curriculum offer which aligns closely with the National Curriculum.

Our curriculum will build on the knowledge pupils gain at Key Stage Two and will prepare pupils appropriately for Post-16 study or training. Strong links with both local primary and tertiary educational institutions will be fostered to ensure coherence between our curriculums.

Our regular learning walks will ensure the quality of teaching provided to pupils remains at an excellent standard, with a robust programme of continuous professional development for our teachers to ensure they are constantly improving their practice.

We will ensure our curriculum is appropriately planned and sequenced, allowing for pupils to transfer knowledge into their long-term memory over time by regularly returning to, but constantly building upon, their prior knowledge.

Ongoing and regular assessment, both formative and summative, will ensure teachers closely track pupils' progress, are aware of any gaps in understanding and adapt their teaching appropriately. Our assessment and feedback policy will look to maximise pupil progress without unnecessary workload for teachers.

Our curriculum will recognise each subject as its own discipline, which teaches a set of skills that pupils will apply to their schema of knowledge. Opportunities for cross-curricular learning will be utilised to teach pupils how to apply their learning in new contexts.



Impact

A well-designed and well-sequenced curriculum will ensure that Woodlands pupils go onto future success. Some of the ways that we will measure this

impact include:

- External GCSE and other Level 2 qualification results.
- Post-16 destinations, ensuring that no Woodlands pupil becomes NEET (Not in Education, Employment or Training) after Year 11.
- Future careers destinations, including universities and employers.
- Most of all, however, we will measure the impact of our curriculum on the quality of our pupils as they finish their time Woodlands, ensuring they have been furnished with the high-quality knowledge and skills they require to achieve their aspirations, with the strength of character and resilience required to flourish in the adult world, and the confidence to grasp the opportunities afforded to them to be excellent in their future careers.

KS3 Curriculum:

At KS3, all of our pupils will study the full range of subjects as recommended by the National Curriculum. A target pathway curriculum is on offer for those pupils with SEND who require additional support in Maths, English and Science, but target pathway pupils will still study the full range of subjects on offer.

Currently, we offer a two-year KS3 curriculum, however this will be developed into a three-year KS3 curriculum with our incoming Year 7 pupils in 2020-21.

From 2020-21, KS3 pupils will study the following hours in each subject:

		English	Maths	Science	Lang	Geog	Hist	PE	ICT	AROE	Tech	Art	Music	Drama
KS3	Broad	3	3	3	2	2	2	2	2	1	2	1	1	1
	Target	4	4	4	1	1	1	2	2	1	2	1	1	1



New Assessment System- Year 7 and 8 Pupils:

Next year, we will be pioneering a new assessment system for our Year 7 and 8 pupils at Woodlands. At the end of half-term 1, 2 and 3, pupils will sit assessments in each of their subjects. These will be carefully marked and detailed feedback will be sent home to pupils and parents/carers via e-mail.

For every subject, pupils will receive a descriptor for each of the skills or topics pupils have covered up to that point in the academic year. Pupils will receive one of three descriptors: Working Towards, Expected Standard or Greater Depth.

Working Towards: *a pupil is working towards the standard of work that would be expected of a pupil at that point in their education.*

Expected Standard: *a pupil is working at the expected standard of a pupil at that point in their education.*

Greater Depth: *a pupil is producing work beyond the standard expected of a pupil at that point in their education e.g. half-way through Year 7.*

A small selection of pupils on our target pathway will receive different descriptors as they will sit assessments more tailored to their learning needs.

At the beginning of Year 9, pupils will begin to be graded using GCSE grades, as they will have begun their Key Stage Four courses.

KS4 Curriculum:

Our pupils select their KS4 options subjects during Year 8 and will begin these courses in Year 9.

At Woodlands School, we offer the following options subjects:

- GCSE Art/Photography
- GCSE Drama
- GCSE Film Studies
- Level 2 Music
- Level 2 Sports courses
- Level 2 Design in the Built Environment
- Level 2 Business
- GCSE Computer Science
- Level 2 ICT
- GCSE Citizenship
- GCSE Religion, Philosophy and Ethics
- GCSE Sociology
- GCSE Psychology
- Level 2 Health and Social Care
- Level 2 Construction
- Level 2 Hair and Beauty

During Year 9, pupils will follow either the Blue or Red Pathway. They will study the following hours of each subject:



Curriculum Model		Core Curriculum	Option 1	Option 2	Option 3	Option 4
Y9	Red	<u>Maths</u> – 4hrs English Lit/Lang – 4hrs Science (Double) – 4hrs Core PE – 2hrs AROE – 1hr (2hrs for Blue)	Geography History (3 hrs)	French German Spanish (3 hrs)	Options subject (2 hrs)	Options subject (2 hrs)
	Blue		ASDAN/Prince's Trust (3 hrs)	Options subject (2 hrs)	Options subject (2 hrs)	ICT Level 1/2 (2 hrs)

At the end of Year 9, teachers will decide which pupils will complete the “EBacc” (a minimum of Maths, English, Science, a language and a humanities) and remain on the Red Pathway and which will move onto the Purple Pathway.

Curriculum Model		Core Curriculum	Option 1	Option 2	Option 3	Option 4
Y10 and Y11	Red	<u>Maths</u> – 4hrs English Lit/Lang – 4hrs Science (Double) – 5hrs Core PE – 1hr AROE – 1hr	Geography History (3 hrs)	French German Spanish (3 hrs)	Options Subject (2 hrs)	Options Subject (2 hrs)
	Purple	<u>Maths</u> – 5hrs English Lit/Lang – 5hrs Science (Double) – 5hrs Core PE – 1hr AROE – 2hrs	Geography History French German Spanish (3 hrs)	Options Subject (2 hrs)	Options Subject (2 hrs)	
	Blue	<u>Maths</u> – 5hrs English Lit/Lang – 5hrs Science (Double) – 5hrs Core PE – 1hr AROE – 1hr	ASDAN/Prince's Trust (2 hrs)	Options Subject (2 hrs)	Options Subject (2 hrs)	ICT Level 1/2 (2 hrs)

Pupils on the Purple Pathway will drop either their humanities subject or their language. This will allow those pupils to focus on their remaining options subjects to ensure they get the best possible grade. It will be at the teachers’ discretion who will move onto the Purple Pathway, although no pupil will be forced to. The 3 hours gained by pupils who move onto the Purple Pathway will be used for 1 hour extra of Maths, English and AROE. This will allow those pupils to get the extra support needed in Maths and English. We are developing an extensive AROE curriculum for Year 10 and Year 11 pupils, which will support Purple Pathway pupils with key life skills and employability skills



Key personnel:

Deputy Head Teachers:



Mr S Amran- Pastoral



Mr E Roberts- Quality of Education

Assistant Head Teachers:



Mr D Riste -Safeguarding Lead



Mrs H Tuna- SENDCO



Miss N White- Teaching & Learning



Mrs K Heseltine – Cultural Capital



Mrs E Jordan- Raising Standards

Woodlands Safeguarding Team:

Designated Safeguarding Lead:



Mr D Riste

Designated Deputy Safeguarding Leads:



Mrs D May (Years 9 & 10)



Mrs J Clarke (Years 8 & 11)



**Mrs L Atkinson
(Year 7)**



Resilience Team:



Ms N Fearon



Mr B Mullen



Mr E Man



Miss L Macdonald



Mr C Wilkinson



Ms A Arthurton

Well Being Team:



Rachel Reay



Tina Fernee



Nicola Sansom



Heads of Year:

Year 7

Mrs N Wykes



Year 8

Miss C Wilmott



Year 9

Mr T Barley



Year 10
Mr T Davies



Year 11
Miss R Colston



School attendance:

Woodlands School is a place where all can come and thrive, positive attendance supports this.

All pupils should arrive at school before 8.35am so that they are in good time for registration. Pupils, who arrive late, after 8.40am, must sign in on the late sheets at the gates.

Pupils who are late to school and/or lessons without a satisfactory reason are given a 30-minute detention the following day. If they fail to attend their detention, they will then be given another detention for an hour the following day, failure to attend either of these detentions will result in a senior Leadership Detention of 2 hours on a Wednesday evening.

At least twenty-four hours' notice is given so that parents and carers are aware when pupils are being detained after school.

Your child's absence from school needs to be reported to the school every day they are absent and this needs to be done by 9.00am. Please ring 01268 282146 and select option 0 to speak to one of receptionists who in turn will put you through to the Attendance Team.

Please give the name of your child, their tutor group and the reason for their absence. We will notify you if we have not received a phone call by 9.00am as there is a safeguarding issue if your child has not turned up for school as expected.

Follow up explanations for absence or lateness must always be made in writing unless you have made special alternative arrangements with the Year 7 Head of Year.

If an absence is likely to be for an extended period, please inform the Head of Year/Form Tutor as soon as possible, in writing. If you have any concerns, please contact the Attendance Team.



Woodlands 'Thinking School'

Intent on ensuring our pupils become experts in the range of academic and creative subjects they follow, at Woodlands we strive to equip our young people with the necessary metacognitive abilities to allow their continual development of knowledge and skills. Educational research suggests that effective long-term memory is the single most important factor in allowing pupils to master their learning and our 'thinking school' approach adopts strategies to promote this.

At the core of our programme is a broad but carefully sequenced curriculum which is interleaved allowing our young people the opportunity to encounter new learning whilst regularly revisiting and thus consolidating prior understanding. This approach is not only a key feature of our lessons, all of which begin with a memory recall activity, but is complimented by our whole school homework programme. Pupils are expected to complete one online quiz per subject per week as a minimum for their home learning using our bespoke RAW (Retrieval at Woodlands) Knowledge programme.

Designed by Woodlands Staff in collaboration with Tassomai Learning, RAW Knowledge has several features to encourage the transfer of content to long-term memory. Not only does it quiz pupils on all content within each Key Stage, but for every individual it identifies the topics requiring most attention and as a result creates personalised and differentiated quizzes.

These regular low stakes quizzing, coupled with our interleaved curriculum, provides deliberate and distributed thinking practice. This equips our pupils with the necessary metacognitive skills to become independent learners, encouraging the self-evaluation and self-regulation necessary not only for success at Woodlands, but also in the wider world!



Houses System

The House System is designed to embody the values and ethos of the school and aims to be an integral part of the school community.

Each House is named after a top university and will form a focus of key aspects of life at Woodlands.

- University of Oxford - 7A1 and 7R1
- University of Cambridge - 7A2 and 7R2
- University of St. Andrews - 7A3 and 7R3
- Durham University - 7A4 and 7R4
- Loughborough University - 7A5 and 7R5
- University of Bath - 7A6 and 7R6

How to earn house points:

Reward Points – pupils are awarded merits for excellent effort and achievement: 20 reward points = 1 house point.

Extra-Curricular Competitions – Pupils can earn house points for regularly taking part in extracurricular activities, representing their school, entering competitions.

Attendance – Pupils who achieve 100% attendance in a half term or show significant improvement will achieve house points and be entered into the prize draws.

Achievements- House Points given for various achievements (Jack Petchey, Head Teacher Commendations, KS3/4 Awards Evenings).

Clubs - Pupils can also earn House Points for their involvement with clubs inside or outside school. These can be achieved by pupils showing commitment through high attendance, outstanding effort and outstanding achievement.

How we reward inform on house totals:

- Assemblies
- Tutor Time
- Use of screens around the building
- Individual Tangible rewards for certain House Points achieved



House Groups:

University of Oxford (7A1 & R1)

Core Values

"We love what we do and strive for excellence."

"We are not afraid to be different and we celebrate innovation."

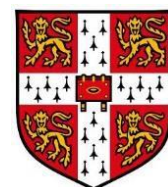


University of Cambridge (7A2 & 7R2)

Core Values

"Contribute to society through the pursuit of education, learning and research at the highest international levels of excellence."

"Freedom of thought and expression."



University of St Andrews (7A3 & 7R3)

Core Values

"A future where everybody in the world is enjoying a sustainable lifestyle"



Durham University (7A4 & 7R4)

Core Values

"We foster a culture that inspires the extraordinary."



Loughborough University (7A5 & 7R5)

Core Values

"Take pride in being the very best we can be."



University of Bath (7A6 & 7R6)

Core Values

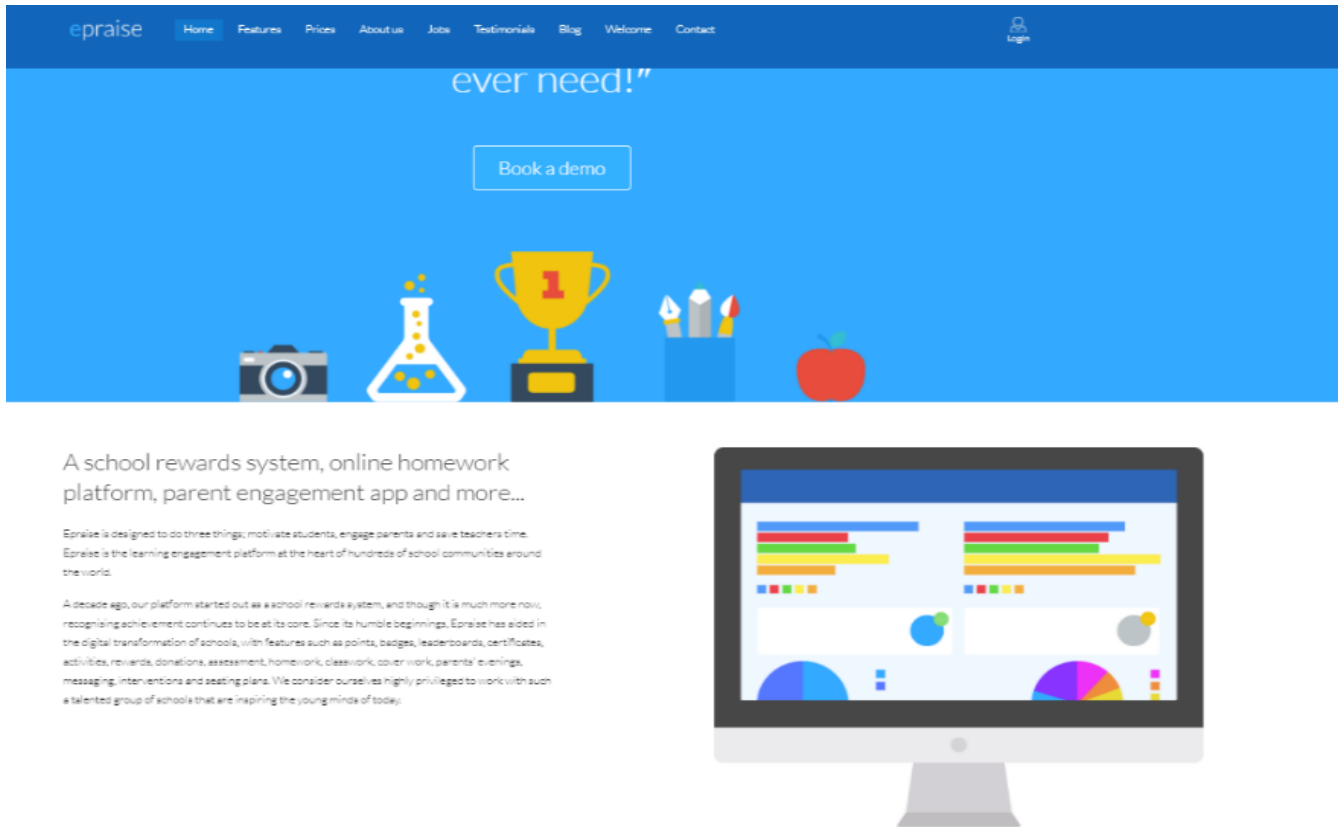
"Nurturing high aspirations."

"Working responsibly and with respect for others."




Epraise

- Pupils can gain positive points via our Epraise system.
- The points can then be converted to prizes.
- Teachers will award points in line with our school ethos of Aspiration, Resilience, Opportunities and Excellence.



The screenshot shows the Epraise website with a blue header containing navigation links: Home, Features, Prices, About us, Jobs, Testimonials, Blog, Welcome, and Contact. A 'login' button is in the top right. The main banner has the text 'ever need!' and a 'Book a demo' button. Below the banner are icons for a camera, a beaker, a trophy, a pencil holder, and an apple. The text below the banner reads: 'A school rewards system, online homework platform, parent engagement app and more...'. It then states: 'Epraise is designed to do three things: motivate students, engage parents and save teachers time. Epraise is the learning engagement platform at the heart of hundreds of school communities around the world. A decade ago, our platform started out as a school rewards system, and though it is much more now, recognising achievement continues to be at its core. Since its humble beginnings, Epraise has aided in the digital transformation of schools, with features such as points, badges, leaderboards, certificates, activities, rewards, donations, assessment, homework, classwork, cover work, parental evenings, messaging, interventions and seating plans. We consider ourselves highly privileged to work with such a talented group of schools that are inspiring the young minds of today.'




School Daily Programme:

The School Day:

08:45	Registration / Year Group Assembly
09:00- 10:00	Period 1
10:00- 11:00	Period 2
11:00- 11:20	Break time
11:20- 12:20	Period 3
12:20- 13:20	Period 4
13:20- 14:00	Lunchtime
14:00- 15:00	Period 5
15:00- 16:00	Period 6 - Years 10 and 11

Assemblies:

- Year group assemblies are held once a week, led by the Head of Year alongside guest speakers.
- Pupils line up outside the hall by the Apple in their tutor group and are expected to enter the hall in silence.

Finance and Catering:

Cashless System:

- Operated by thumb print
- Used in the canteen (Atrium)
- **£5.00 limit per day unless you set otherwise**
- Pay for food and drinks using thumb image
- Topped up by parents/carers using ParentMail
- Packed lunch in atrium
- Parents/carers can see via ParentMail what has been purchased



School Canteen:



Woodlands School Canteen



BREAKFAST MONDAY TO FRIDAY 7.45AM TO 8.40AM

Cooked breakfast: 2 items
3 items
5 items

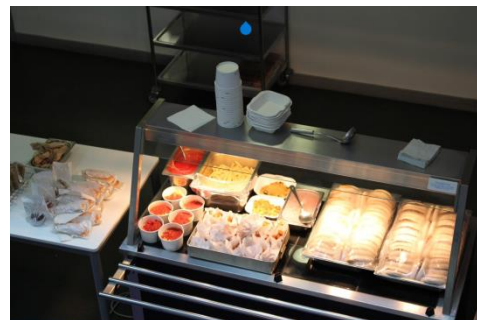
(Items to choose from: bacon, sausage, scrambled egg, hash brown, tomato, baked beans, toast)

Croissant

Freshly made yoghurt pots

Fresh Fruit

Chilled fruit drinks or bottled water



BREAKTIME MONDAY TO FRIDAY 11.00AM TO 11.20AM

Savoury pastries (Mondays only)

Bacon, sausage or omelette in half baguette or muffin

American pancakes, Waffles, garlic slices

Cold pasta pots

Sandwiches/rolls/baguettes - various fillings

Menu cycles on website

LUNCH MONDAY TO FRIDAY 1.20PM TO 2.00PM

Meal Deal - (Vegetarian option available)
includes hot meal with either dessert/cake/fruit

Hot Meal (not including dessert/cake/fruit or drink)

Hot Pasta with various toppings

Jacket Potato

Grab and go hot items

Sandwiches/rolls/baguettes - various fillings

3 weekly menu cycles on website

SNACKS & DRINKS

Biscuits

Popcorn

Cakes

Gluten free snacks available

Bottled water

Other bottled or carton drinks



N.B. - For Allergen & Dietary advice please see the Catering Manager

***Prices could be subject to change in September 2020.**

Communication:

Woodlands School Reception: 01268 282146

Fax: 01268 531655

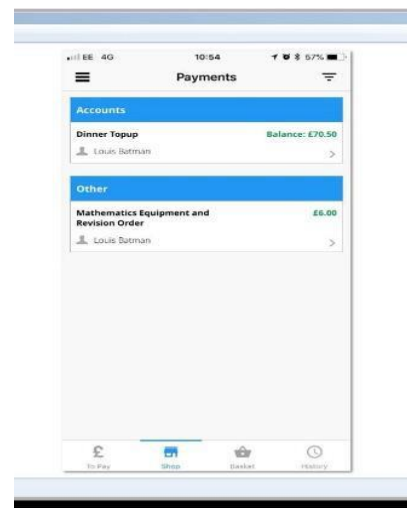
School Reception:

- Opening hours are 7.30am – 4.30pm, Monday to Thursday and 7.30am to 4.00pm on Friday
- Skeleton staff during holidays – school answer phone message informing of most up to date opening hours
- Staff can be emailed directly with specific queries (*staff email addresses are available on the school website*)
- General inquiries can be made to woodlands@woodlandsschool.essex.sch.uk
- Website: www.woodlandsschool.org

ParentMail:

Woodlands School uses +Pay on ParentMail – an online payment service which allows you to pay for school items on your smartphone, tablets or computer, or on the free parent App.

We will inform you about items you need to pay through ParentMail, and you will be able to pay electronically, with money transferred directly into the school bank account – it's all very easy, safe and secure. ParentMail doesn't store credit or debit card details and works in the same way as other large retailers who accept online payments.



Social Media:

Up to date account of daily events and celebrations throughout the school day



Twitter: @woodlands_sch

Pupil email:

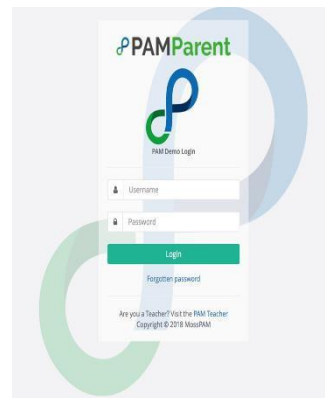
- All pupils are issued a personalised email address on the first day of the term
- Using Office 365, Cloud based so can be accessed by pupils anywhere with internet access
- Teachers and pupils are to only communicate via email on this email address. All emails are stored for security and misuse and security monitoring is in place
- For security purposes we would recommend all pupils to use a 'strong' password
- For further information please visit <http://woodlandsschool.org/o365/>




PAM:

PAM is our online platform where you can track your child's individual progress.

Reports are available through PAM as well as useful key details.





Hugh, Sally
Student ▾


- Profile
- Mail

Log out (00:08:19)

Profile: Hugh, Sally

Home » Profile

Profile: Hugh, Sally



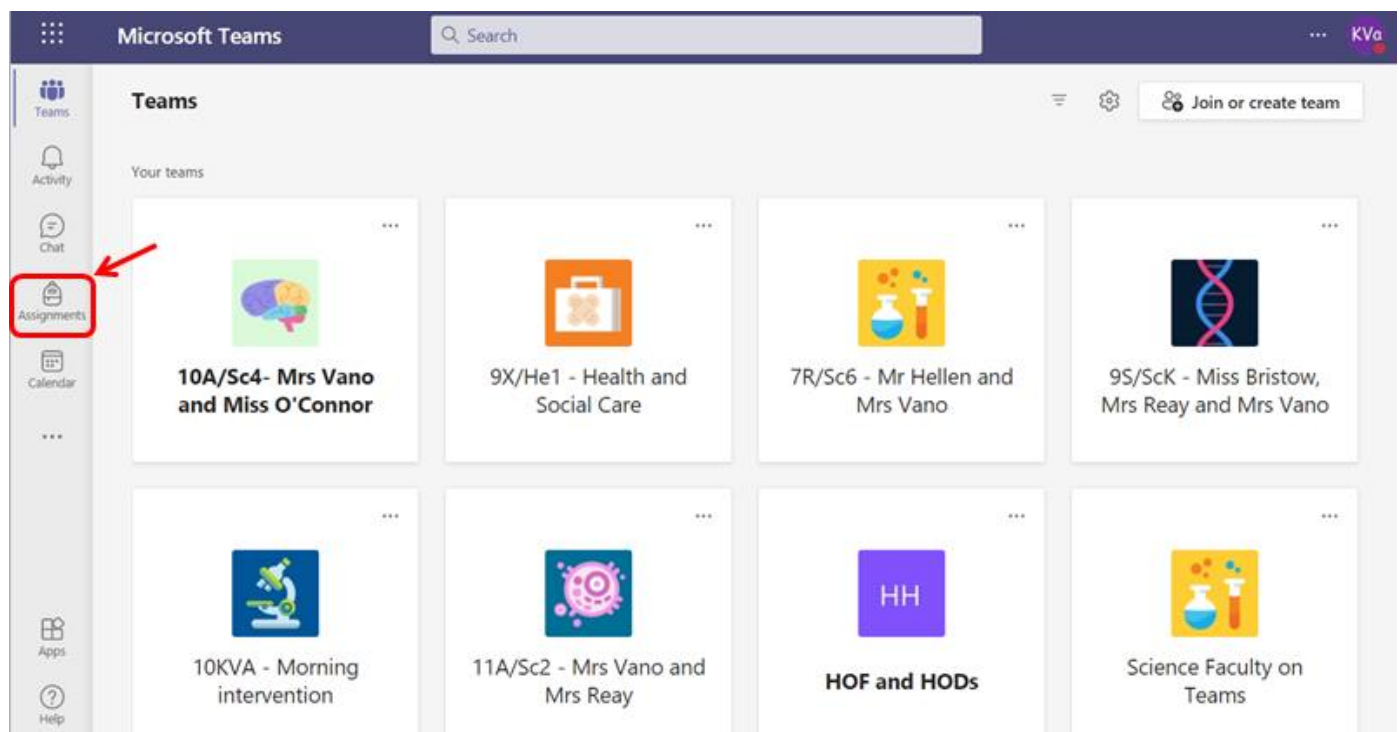
(0)

Term	
English as Additional Language	Yes
Sen Status	Universal Support
Admission Date	02/09/2014
FSM Ever 6	Yes
Average KS2	5.4
Basics	<div>C -M</div> <div>P EM</div> <div>T EM</div>
Ebacc	<div>C -</div> <div>P SLH</div> <div>T SLH</div>
Attendance	100%
Tutor (10 Moore)	Mr Culverton Landry (CL)
Head of Year 10	Mr Thomas Marker (TM)



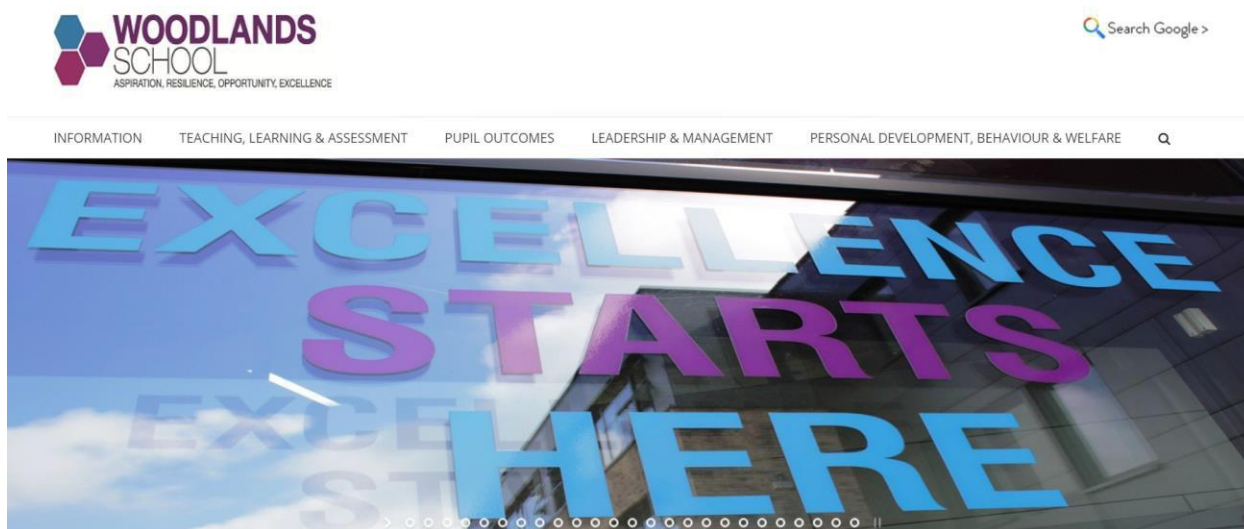
Homework set on Microsoft Teams

Moving forward, all homework will be set on Microsoft Teams. In September after our Retrieval at Woodlands (Tassomai) programme has launched, Microsoft Teams will also be used for the setting of any additional homework.



Woodlands School Website:

<http://woodlandsschool.org/o365/>



Our website contains the following and much more:

- Calendar
- Key staff email address
- School letters
- Policies (including safeguarding guidance)
- Link page
- Twitter rolling feed
- Pupil achievements
- Catering details
- Uniform list
- Club list

Staff email addresses:

staffcode@woodlandsschool.essex.sch.uk

i.e. Mr. J Bloggs – JBI@woodlandsschool.essex.sch.uk



Key Dates 2021 / 2022:

- 2nd September 2021: Term starts for Year 7
- 9th September 2021: New Intake information evening.
- 21st and 22nd September 2021 - Year 7 Academic induction evening/s
- 23rd September 2021: Open Evening – 12.20pm finish (Return at 4.45pm if helper)
- 17th December 2021: End of term 12.20pm finish
- 4th January 2022: Term starts for all Pupils
- 13th January 2022: Year 7 Consultation Evening
- June 2022: Year 7 reports issued online
- 20th July 2022: End of school year 12.00pm Finish

Consultation Evening:

13th January 2022, this is an evening where you can talk face to face with your child's teachers and discuss their academic progress

Appointment times are made by your child between 15:30pm to 19:00pm

Induction Evenings:

This is an opportunity to discuss your child's academic levels, areas for progression and to discuss any support we can provide as a school.





School Term and Holiday Dates

Woodlands School Term and Holiday Dates Academic Year 2021-2022

September 2021							October 2021							November 2021							December 2021						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
		1	2	3	4	5					1	2	3										1	2	3	4	5
6	7	8	9	10	11	12	4	5	6	7	8	9	10	1	2	3	4	5	6	7	6	7	8	9	10	11	12
13	14	15	16	17	18	19	11	12	13	14	15	16	17	8	9	10	11	12	13	14	13	14	15	16	17	18	19
20	21	22	23	24	25	26	18	19	20	21	22	23	24	15	16	17	18	19	20	21	20	21	22	23	24	25	26
27	28	29	30				25	26	27	28	29	30	31	22	23	24	25	26	27	28	27	28	29	30	31		
														29	30												

January 2022							February 2022							March 2022							April 2022						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
					1	2	31	1	2	3	4	5	6		1	2	3	4	5	6					1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28							28	29	30	31				25	26	27	28	29	30	

May 2022							June 2022							July 2022							August 2022						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
						1			1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30	31				
30	31																										

- = Schooldays/Weekends
 = School holidays
 = Bank holidays
 = Open Evening
 = Staff Development Day/Faculty Conference (SDD)
(Teaching staff only – 21st & 22nd July Teaching staff off in lieu of Twilight sessions)

In addition, schools allocate five non-pupil days out of the school days indicated, or the equivalent in disaggregated twilight sessions.

Autumn Term:	Wednesday 1 September 2021 – Friday 17 December 2021 Wednesday 1 September – SDD1 (Non-Pupil Day) Thursday 2 September 2021 – All Year Groups in School Thursday 23 September – Open Evening Friday 24 September – SDD2 (Non-Pupil Day/Staff Appraisal Day) Half Term 25 October – 29 October Monday 20 December – School Closed (Christmas Holidays 20 Dec-3 Jan inclusive) Tuesday 4 January – All Year Groups in School
Spring Term:	Tuesday 4 January 2022 – Friday 1 April 2022 Half Term 14 February – 18 February Easter Holidays – Monday 4 April – Monday 18 April inclusive
Summer Term:	Tuesday 19 April 2022 – Friday 22 July 2022 May Bank Holidays, 2 May and 30 May Additional Bank Holidays, 2 June and 3 June Half Term 30 May – 3 June Friday 1 July – SDD3 Faculty Conference – teaching staff only (Non Pupil Day) Thursday 21 July, Friday 22 July – SDD4 and SDD5 – Teaching staff off in lieu of Twilight sessions (Non Pupil Day) (Disaggregated)



Wellbeing:

Wellbeing Champion:



Mrs R Reay – RRE@woodlandsschool.essex.sch.uk

Woodlands well-being, mental health and resilience pledges:

- 1) Commit to promoting and protecting emotional wellbeing and mental health; train staff to provide appropriate support.
- 2) Share our vision and strategies in promoting and protecting emotional well-being and mental health; encompassing the views of all stakeholders in order to act accordingly.
- 3) Provide resources and time during tutor period to enhance pupil understanding (assemblies/ guest speaker/ mentoring).
- 4) Create a team of pupils/staff ambassadors that will actively promote staff/ pupil and community emotional well-being and mental health.
- 5) Promotes positive living through well-being, mental health and resilience, maximising the use of social media and working with outside agencies to enhance our support packages. 6) To promote mindfulness.

At Woodlands School, we:

- Promote pupils to understand their emotions and feelings better.
- Help pupils feel comfortable sharing any concerns or worries.
- Help pupils socially to form and maintain relationships.
- Promote self-esteem and encourage pupils to be confident.
- Support pupils to develop emotional resilience.
- Encourage pupils to pursue their Aspiration, show Resilience, take advantage of every Opportunity to ensure Excellence (AROE).



Tools we use to identify and support:

- All staff are responsible for identifying and sharing wellbeing issues with the safeguarding team, wellbeing team or change team (depending on the need).
- Wellbeing questionnaires are delivered every two years to all stakeholders. Outcomes from this will develop an action plan which will be included in the school development and reviewed termly.
- Wellbeing Questionnaires (WQs) delivered during tutor time once a year. The outcomes will be analysed by the change team or wellbeing team to provide and plan additional support.
- All Wellbeing interventions are discussed with parents/carers and consent agreed before being delivered to pupils.

Levels of support:

Whole School approach - To meet the needs of all our pupils through our overall ethos and our wider curriculum. For instance: developing resilience for all.

Additional support - For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement. In this instance pupils may be offered a Wellbeing Coach or Wellbeing Ambassador to work with during this time.

Targeted support - For pupils who need more differentiated support and resources or specific targeted interventions such as: access to our onsite counsellor(s). Referrals to outside agencies, for example The Emotional Wellbeing and Mental Health Service (EWMHS). Other sources can be found on our School website.



Behaviour For Learning

WELLBEING & RESILIENCE

As a school community we make 6 pledges to support wellbeing and resilience, raising awareness and supporting those in need and their families.

- 1** Commit to promoting and protecting emotional well-being and mental health; train staff to provide appropriate support.
- 2** Share our vision and strategies in promoting and protecting emotional well-being and mental health; encompassing the views of all stake-
- 3** Provide resources and time during tutor period to enhance pupil understanding (assemblies/ guest speaker/ mentoring).
- 4** Create a team of pupils/staff ambassadors that will actively promote staff/ pupil and community emotional well-being and mental health.
- 5** Promotes positive living through well-being, mental health and resilience, maximising the use of social media and working with outside agencies to enhance our support packages.
- 6** To promote mindfulness.

Anti-Bullying:

Woodlands School takes bullying seriously and has a zero-tolerance approach. There will be occasions where bullying occurs, and we pride ourselves on being able to deal with it efficiently and effectively to ensure there is no repeat. Woodlands is proud to be a member of the 'Anti-Bullying Alliance'.

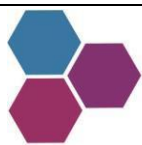
Bullying may occur in the form of:

- Physical violence
- Threatening behaviour, such as extortion
- Direct and indirect verbal abuse, such as name calling and false rumour
- Extreme teasing and taunting
- Sexual intimidation and discrimination
- Inappropriate use of the Internet, Social Network sites and mobile/handheld devices
- Damage to personal possessions and property
- Excluding people from groups/making someone isolated
- Sexism
- Comments about sexual orientation
- Comments related to SEND (Special Educational Needs or Disability)
- Racism

Anti-Bullying Champion:



Mr M Druce- MDr@woodlandsschool.essex.sch.uk



Anti-Bullying

What should you do if...

- you feel you are being bullied?
- you suspect somebody else is being bullied?

You can speak to or email any member of staff.
Or
You can text the Anti-Bullying Line.



ANTI-BULLYING
TEXTLINE

07519 361717



call together
united against bullying



WOODLANDS
SCHOOL
ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE

CHANGE
STARTS
WITH
US

#ANTIBULLYINGWEEK

We also have Anti-bullying Ambassadors in each year group that can assist their peers. They are visible by their badge worn with pride.



School Uniform:

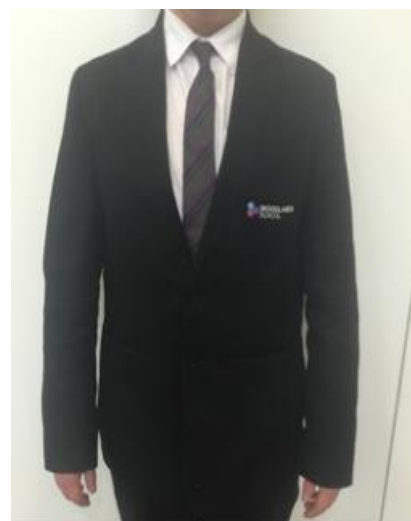
Uniform is purchased via **UniformWise** :

38-40 High Street
Stanford Le Hope
Essex
SS17 0HQ
Tel:01375 644 744

Opening Times

Monday – Friday: 9:00am – 5.00pm

Saturdays: 10:00am – 2:00pm



Pupils' Uniform

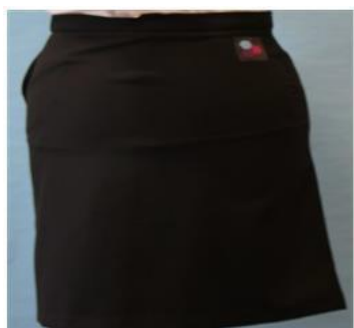
- Plain black blazer with embroidered "Woodlands logo" (NO other blazers or jackets may be worn)
- V-necked, long-sleeved, plain black jumper with embroidered "Woodlands' logo" - optional, to be worn under school blazer and not to replace it (NO other jumpers, sweaters, hooded tops or cardigans may be worn)
- White smart/formal shirt (NO t-shirts or sports shirts)
- Plain black tailored trousers (NO cords, skinny trousers, leggings, studded pockets or jeans)
- Straight or pleated black skirt with "Woodlands' logo", obtained from the Woodlands school shop (no pencil skirts, shorts or culottes)
- Black sensible, leather shoes (NO boots, trainers, Vans, plimsolls, stilettos or black skate shoes). If shoes have laces, they must be black
- Plain white or black socks (below the knee) or black tights
- School tie (clip on)
- Earrings – one plain gold/silver stud allowed in the lower lobe of each ear, NO other items of jewellery except an inexpensive wrist watch.



Allowed



Not Allowed



Woodland School Dress Code and Expectations:

Make Up:

- Discreet make-up may be worn.
- No nail varnishes.
- **HAIR:** Extremes of style, tramlines, length or colour and shaved eyebrows will not be tolerated. Hair clips should be discreet, plain coloured and free from any decoration.
- Beads are not allowed as these are interpreted as jewellery.
- No **haircuts** to be less than grade one, but not all over so a fade into a higher grade.

Jewellery:

Pupils may wear an inexpensive watch. Pupils may only wear one plain stud in the lobe of each ear. Other types of earrings must not be worn for reasons of safety. No other jewellery should be worn at any time.

PE Kit

PE KIT - ALL PUPILS

- Woodlands black t-shirt
- Black shorts
- Black/Purple football socks (Boys only)
- Woodlands black rugby shirt
- Woodlands black rugby shorts (Boys only)
- Woodlands hooded top
- Football boots (moulded)
- Trainers (NO plimsolls)
- Black thermal top and leggings (optional)
- White sports socks

ALL PUPILS

- Outdoor coats should be waterproof and sensible for school wear (NO tracksuit tops, denim or hooded tops)
- Outdoor coats are NOT allowed to be worn in the school building
- Extreme hair colour/styles, nail varnish and excessive make-up are NOT permitted.
- NO hats/baseball caps are allowed in school
- No eye brow, tongue, nose piercings or any other form of facial piercings.
- No tattoos.

To ensure that the school supports our pupils and their families, we have uniforms that can be borrowed, both on a short and long term basis. This will ensure that pupils are wearing the correct uniform at all times.

Woodlands School welcomes the variety of appearances brought by individual styles and choices, religious requirements regarding dress will be treated sensitively and will be agreed on an individual basis by the Head Teacher, but must confirm to Health and Safety and Security Regulations. The wearing of, e.g., saris, turbans, skullcaps, hijabs, kippahs and clerical collars, arising from particular cultural/religious norms are seen as part of welcoming diversity.



Coats:

Coats must be removed on entering the building.

No scarves or gloves to be worn within the school. Hoodies are not permitted to be worn inside of the building.

Pupil's **MUST NOT** wear: Leather and simulated leather garments, jeans, denim jackets, training shoes, canvas shoes, sandals, high heels, stiletto heels, platform shoes, t-shirts, or hoodies. It is not possible to predict changes in style or fashion, but extremes in style of fashion which, in the opinion of the Headteacher are judged to be dangerous, or felt to undermine the culture of the school, will not be permitted.

Uniform checks are carried out on a daily basis. Occasionally there are exceptional circumstances where the uniform code cannot be adhered to. Pupils may be placed in the inclusion unit and head of year will phone home regarding uniform concerns. Please be aware that is in extreme.



Acceptable Hair Styles:

HAIR & HEAD WEAR

Appropriate hair and head wear is compulsory for all school sessions, and any journeys to and from the school site. This policy encourages pupils to identify with the school while promoting a positive, purposeful atmosphere during the working day.

PUPIL HEAD WEAR

- Hats or hoodies are not to be worn inside the school building.
- Hair bobbles / Alice bands / hair slides must be plain black or grey with no patterns or logos.
- Items of head wear for religious reasons must be plain black or grey with no patterns or logos. Pupils must ensure that their school tie is always visible.

PUPIL HAIR

- Pupils are to keep their hair at a suitable length and style for a professional workplace. When choosing a hair cut you must consider the following things, **1). Colour 2). Cut 3). Design.**
- Hair styles should be tidy, clean and sensible / within the range of natural hair colours / no shorter than a grade 1 at the sides and back.
- For safety reasons, long hair should be tied back for practical lessons such as Art, PE, Science and Technology.
- The school will use its discretion for what is deemed extreme/inappropriate. In the event that a pupil's hair is deemed extreme/inappropriate, sanctions and a time frame for correction will be put into place.

1. Colour

- No unnatural hair colours, tipped or dip-dyed hair.
- Braids and extensions are to be natural hair colours only.



2. Cut

- Hair should be not shorter than a grade 1 all over.
- No extreme graduated or stepped hair cuts e.g. hair which is shaved less than a grade 1 at the sides and long on top.



3. Design

- No lines or patterns are to be shaved into the hair or eye brow.
- No extremes in sculpted or styled hair.



Woodlands School welcomes the variety of appearances brought by individual styles and choices, religious requirements regarding dress will be treated sensitively and will be agreed on an individual basis by the Head Teacher, but must confirm to Health and Safety and Security Regulations. The wearing of, e.g., saris, turbans, skullcaps, hijabs, kippahs and clerical collars, arising from particular cultural/religious norms are seen as part of welcoming diversity.

May 2020

Mobile Phones & Airpods/ Headphones :

The use of mobile phones, Airpods or headphones is not permitted inside the school building. Mobiles, Airpods and headphones can be used outside in pupils' free time only.

They should not be visible in blazer top pockets during lessons or lesson changeover.

During PE lessons, pupils may place valuables in the **safety box** and are not to leave items unattended in the changing rooms.



The school cannot be responsible for the loss or damage to mobile phones, Airpods or Headphones.

Pupil Services and First Aid:

The **First Aid room** is located in Pupil Services and provides care for students throughout the school day.

We are aware that occasional illness and accidents during school time are unavoidable and, to ensure that pupils receive the appropriate attention, a number of First Aid trained staff are on duty in school each day.

If a pupil needs help from a first aid trained member of staff, he/she should go to see her during morning break, lunchtime or the change of lesson.

If your child needs to take any medication whilst at school, please send it in, clearly labelled in the original packaging and with clear instructions, to the staff in pupil services. Any medication can be collected at the end of school, or it will be safely locked away.

All pupils must carry a **bottle of water** with them at all times.

If your child has **significant medical needs** e.g., Asthma, Diabetes, Allergies please note that it is your responsibility to ensure that the medical information and medication that you provide to the school is up to date.

Parents of children with significant medical needs will be contacted by a member of the pupil services team prior to our induction days.

Signing Out of School:

Permission to leave school during school hours can only be granted on receipt of an appropriate written request from parents. Pupils who do go out (e.g., for medical or dental appointments) must sign out at Pupil Services on leaving and must sign back in on their return to school. The office staff cannot allow any pupils to sign out without the approval of the Head of Year 7.

These are necessary safety measures, and we rely on parents to emphasise their importance to their children.



Personal Property & Lost Property:

All personal property must be clearly marked with the owner's name.

Pupils must not bring to school valuables such as large sums of cash, jewelry, expensive electronic equipment etc. **The school cannot be responsible for the loss of valuables.**

Pupils can recover most lost items by retracing movements and carefully checking school bags before visiting "lost property". Lost property is normally held by Pupil Services or at the PE office in the PE corridor.

Pupils should check for lost items before or after school. Named items will be returned to the pupils via Pupil Services.

Damage to School Property:

It is essential that pupils take good care of any textbooks and school property that they use. The cost of replacing damaged or lost items is now a major concern in all schools and pupils must accept responsibility for looking after all property.

It will be necessary for us to make a charge towards the cost of replacement in the event of willful damage to school property, physical damage to the fabric of the school or any loss through carelessness





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