



WOODLANDS
SCHOOL

ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE

Year 6

Transition Booklet

September 2023



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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 child will be joining us in September.

At Woodlands School, every pupil has access to a fully inclusive and appropriately challenging curriculum, which is taught by highly qualified and outstanding teachers. We expect all pupils 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 pupils will allow them to flourish as life-long learners.

There is an extensive range of extra-curricular opportunities for all pupils 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
Pastoral Manager - Head of Year 7

The School Ethos

All Woodlands Pupils embrace the four key words:

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.



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 Aspirations Faculty, 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 AROE (PSHE) curriculum 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 provided in dedicated AROE lessons, Citizenship, Religion and Ethics 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 Attendance Officers, In-School Counsellors, Heads of Year and Assistant Heads of Year will provide bespoke support to 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 Blue pathway pupils will still study the full range of subjects on offer.

From 2023-24, KS3 pupils will study the following hours in each subject:

Year	Pathway	English	Maths	Science	MFL		Geography	History	PE	AROE	CRE	Comp Sci	Food	Pro Des	Art	Music	Drama
7	Red	3	3	3	1	1	1	2	2	2	1	1	1	1	1	1	1
	Blue	4	4	4	1		1	1	2	1	1	1	1	1	1	1	1
8	Red	3	3	3	2		2	2	2	1	1	1	1	1	1	1	1
	Blue	4	4	4	1		1	1	2	1	1	1	1	1	1	1	1



Assessment System - Year 7 and 8 Pupils:

In Year 7, at two points in the academic year (three points in year 8), 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 Blue Pathway will receive different descriptors as they will sit assessments more tailored to their learning needs.

In Year 9, pupils will be graded using the same descriptors, but the knowledge and skills being assessed will begin to become even more advanced as pupils make the transition between Key Stage Three and Key Stage Four. At the beginning of Year 10, pupils will begin to be graded using GCSE grades, as they will have begun their Key Stage Four courses across all subjects.



KS4 Curriculum

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, alongside the EBacc curriculum of English, Maths, History/Geography, a Modern Foreign Language, Science, core PE and AROE:

- GCSE Art/Photography
- GCSE Drama
- GCSE Film Studies
- V-Cert Music Technology
- Trinity Rock and Pop
- Level 2 Sports Studies
- GCSE PE
- Level 2 Designing the Built Environment
- Level 2 Retail Business
- GCSE Business Studies
- GCSE Computer Science
- Level 2 Creative iMedia in IT
- GCSE Citizenship
- GCSE Philosophy, Religion and Ethics
- GCSE Sociology
- GCSE Psychology
- Level 2 Health and Social Care
- Level 2 Constructing the Built Environment
- Level 2 Hair and Beauty



During Year 9, pupils will follow either the Blue or Red Pathway. At the end of Year 9, teachers will decide which pupils will complete the “EBacc” and remain on the Red Pathway and which will move onto the Purple Pathway.

Year	Pathway	English	Maths	Science	MFL	Geography	History	PE	AROE	CRE	Option 1	Option 2	Option 3
9	Red	4	4	4	2	1/3	1/3	1	1	1*	2	2	
	Blue	5	5	4	1	3		1	1	1	2	2	
10	Red	4	4	5	2.5	2.5		1	1		2.5	2.5	
	Purple	4	4	5		2.5		1	1		2.5	2.5	2.5
	Blue	5	5	5				1	1		2.5	2.5	2.5* ²
11	Red	4	4	5	2.5	2.5		1	1		2.5	2.5	
	Purple	4	4	5		2.5		1	1		2.5	2.5	2.5
	Blue	5	5	5				1	1		2.5	2.5	2.5* ²

What is the Red Pathway?

Pupils on the Red Pathway follow the English Baccalaureate (EBacc). This is an academic, government-recommended curriculum which offers a broad range of subjects. It includes: Maths, English Language/Literature, Combined Science, a Modern Foreign Language and either History or Geography. Year 9 pupils will study both History and Geography but will opt to focus more on one than the other. They will then choose one of those two subjects to continue in Year 10 and 11.

What is the Purple Pathway?

At the end of Year 9, teachers advise who should complete the EBacc and remain on the Red Pathway and those that will study the Purple Pathway. This means they would drop either their Humanities subject or their Modern Foreign Language. Instead, they will select one further Option: Level 2 Sports Studies, Level 2 Retail Business, V-Cert Music Technology or Triple Science (Foundation). This will ensure all pupils achieve the best possible grades. It will be at the teachers’ discretion who will move onto the Purple Pathway, although no pupil will be forced to. Pupils will still receive the same number of qualifications as those on the Red Pathway and the breadth of subjects they study still meets government guidance.

What is the Blue Pathway?

The Blue Pathway is suitable for some of our pupils with SEND. Pupils will study the same core curriculum as the Red Pathway. Pupils will receive an extra hour of both English and Maths. In Year 9, pupils will study three hours of Humanities in Year 9: either History or a combination of History and Geography. Pupils will study an hour of Spanish in Year 9. Pupils will select two “free” options, which will be in the same classes as Red Pathway pupils.

In Year 10, pupils will cease to study core Citizenship, Religion and Ethics, Spanish and Humanities. Pupils will pick up an extra hour of Science each week. In Year 10, Blue Pathway pupils will begin a third “free” option from Level 2 Sports Studies, Triple Science (Foundation), Level 2 Retail Business or V-Cert Music Technology.



Key Personnel

Deputy Head Teachers:



Mr S Amran - Pastoral



Mr E Roberts - Quality of Education



Miss N White - Teaching and Learning

Assistant Head Teachers



Mr D Riste -Safeguarding Lead



Mrs K Heseltine - Cultural Capital



Mrs E Jordan - Raising Standards

Woodlands Safeguarding Team

Designated Safeguarding Lead:



Designated Deputy Safeguarding Leads:



Mrs N Nichols -DDSL



Mrs J Clarke- DDSL



Mrs L Atkinson
DDSL



Assistant Heads of Year



Mrs A Arthurton



Miss R Amato



Miss L Macdonald



Miss A Brown

Wellbeing Team:



Mrs N Samson



Heads of Year

Year 7

Mrs N Wykes



Year 8

Mrs S Hawkins



Year 9

Mrs R Turner



Year 10

Mr T Barley



Year 11

Miss C Willmot



School Attendance

We continue to work hard to keep our attendance and punctuality at a high level and request that you kindly follow absence reporting procedures and notify the school on each occasion of your child's absence before 08:45. However, in order to meet our safeguarding responsibilities, we have an automatic communication system that will contact you directly if your child is marked absent at registration. This will ensure that the reason for the absence is known as soon as possible and alert you if your child is not in school when they should be. Post-registration absences can also be detected and reported to you. In addition, this will be used to update you with events in school and to notify you quickly should the occasion arise to do so.

You will have supplied the school with your contact telephone numbers prior to your child starting here at Woodlands but please note we also need the name and contact details of a responsible adult that we can contact if we are unable to reach you. Should your address, home, mobile or work telephone numbers change at any time, please provide new numbers including area code promptly. We also require your email address which may also be used to contact you. Your child's details will be automatically added to our system.

By following these procedures Woodlands are able to reassure you that we are adhering to the Government's recommendations in contacting you on the first day of your child's absence. It will also provide an early warning system should your child go missing from school. As always, your child's safety and wellbeing are our priority.



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 and Ethos

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 ePraise points:

ePraise points – pupils are awarded ePraise under the AROE umbrella, Aspiration, Resilience, Opportunity and Excellence. The number of points awarded will depend upon the activity undertaken. Pupils need 250 ePraise points to achieve a Bronze badge in an area of AROE, at every additional 250 point mark pupils will then receive Silver and Gold. Once pupils have achieved Gold in all 4 areas of AROE they will move onto gaining Cultural Capital status.

Pupils can be awarded ePraise points in lessons under each of the 4 AROE headings, and for their attitude to learning and attainment at each data collection point.

ePraise points are also an integral part of all aspects of school life and out of lessons pupils will be awarded:

- Termly attendance ePraise points
- Half termly ePraise salaries for attending Extra-Curricular Clubs or holding a Pupil Leadership role
- Points for taking part in a trip/visit/workshop
- Points for their commitment to the school community when they help out around the school, including events and open evenings
- Points for their behaviour and conduct around the school, and across and break times

Each pupil ePraise points feeds into their House totals, and throughout the year additional points for all of the pupils in the house can be gained through House Competitions and Sports Days.

How we reward inform on house totals:

- End of Term celebration assemblies reward the winning House based on the total number of ePraise points. Rewards are given to all pupils in the winning House.
- Assemblies



- Tutor Time
- Use of screens around the building
- Individual Tangible rewards for certain ePoints achieved

House Groups

University of Oxford (7A1 and R1)

Core Values

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

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

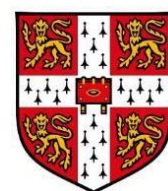


University of Cambridge (7A2 and 7R2)

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 and 7R3)

Core Values

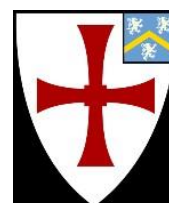
"A future where everybody in the world is enjoying a sustainable lifestyle"



Durham University (7A4 and 7R4)

Core Values

"We foster a culture that inspires the extraordinary."



Loughborough University (7A5 and 7R5)

Core Values

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



University of Bath (7A6 and 7R6)

Core Values

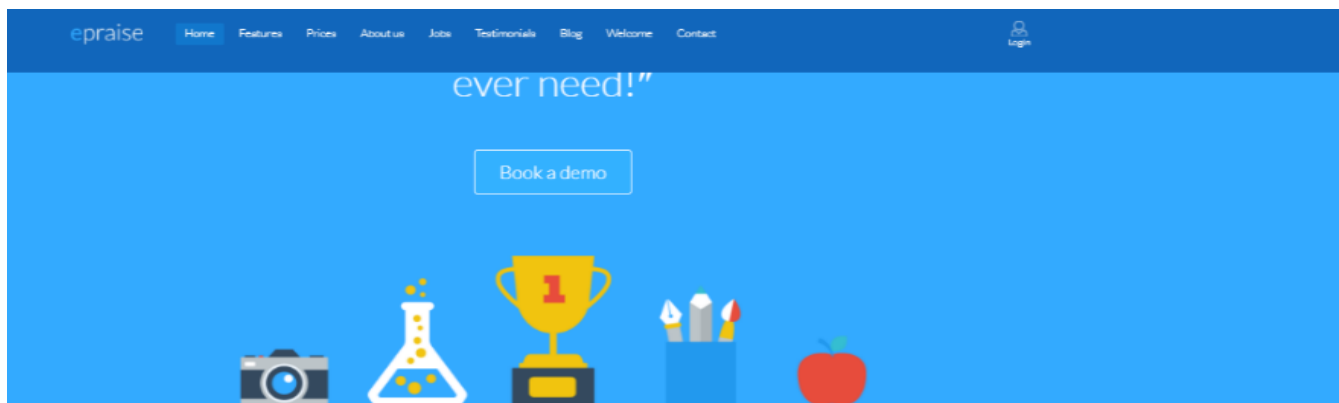
"Nurturing high aspirations."

"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.



A school rewards system, online homework platform, parent engagement app and more...

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.
- Remote Information assemblies are held once a week by the Head of Year.
- 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

Bacon	60p
Sausage	60p
Hash brown	35p
Croissant	80p
Fresh Fruit/ yoghurt pots	90p



BREAKTIME MONDAY TO FRIDAY 11.00AM TO 11.20AM

Savoury pastries	£1.10
Bacon or sausage in half baguette	£1.10
Toasties	£1.80
American pancakes, Waffles	from 30p each
Sandwiches/rolls/baguettes - various fillings	from £1.60



Break menu on website

LUNCH MONDAY TO FRIDAY 1.20PM TO 2.00PM

Meal Deal - (Vegetarian option available)	£2.50	
includes hot meal with either dessert/cake/fruit or 50p drink/water		
Hot Meal (not including dessert/cake/fruit or drink)	from £1.60	
Hot Pasta with tomato sauce	£1.80	Extra cheese topping 20p
Jacket Potato	90p	Toppings 60p each
Grab and go hot items	from £1.40	
Sandwiches/rolls/baguettes - various fillings	from £1.60	
Assorted dessert pots	from 50p	
Hot dessert	90p	



3 weekly menu cycles on website

SNACKS & DRINKS

Biscuits	from 30p
Popcorn/Pringles	90p
Cakes/ cheese & crackers	90p
Gluten free snacks available	
Bottled water	330ml - 50p / 500ml - 90p
Carton juices/milkshakes/drinks	from 50p - 90p



N.B. - For Allergen & Dietary advice please see the Catering Manager or allergen sheets on website



Communication

Woodlands School Reception: 01268 282146

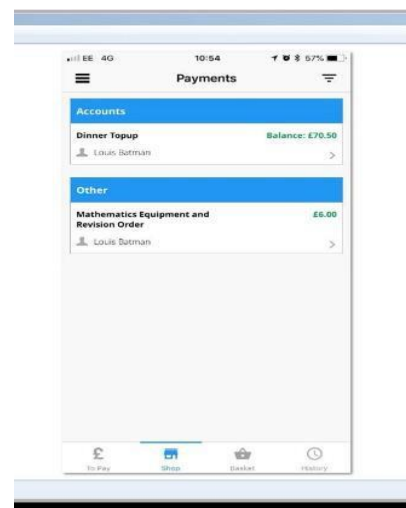
School Reception:

- 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 enquiries can be made to woodlands@woodlandsschool.essex.sch.uk
- Website: 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:

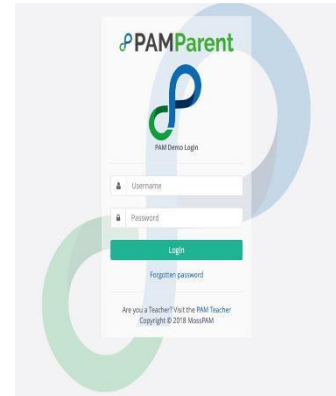
- All pupils are issued a personalised email address on the first day of the term
- Using Office 365, Cloud based so can be accessed by pupils anywhere with internet access
- Teachers and pupils are to only communicate via email on this email address. All emails are stored for security and misuse and 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

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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)

RAW Knowledge in collaboration with Tassomai

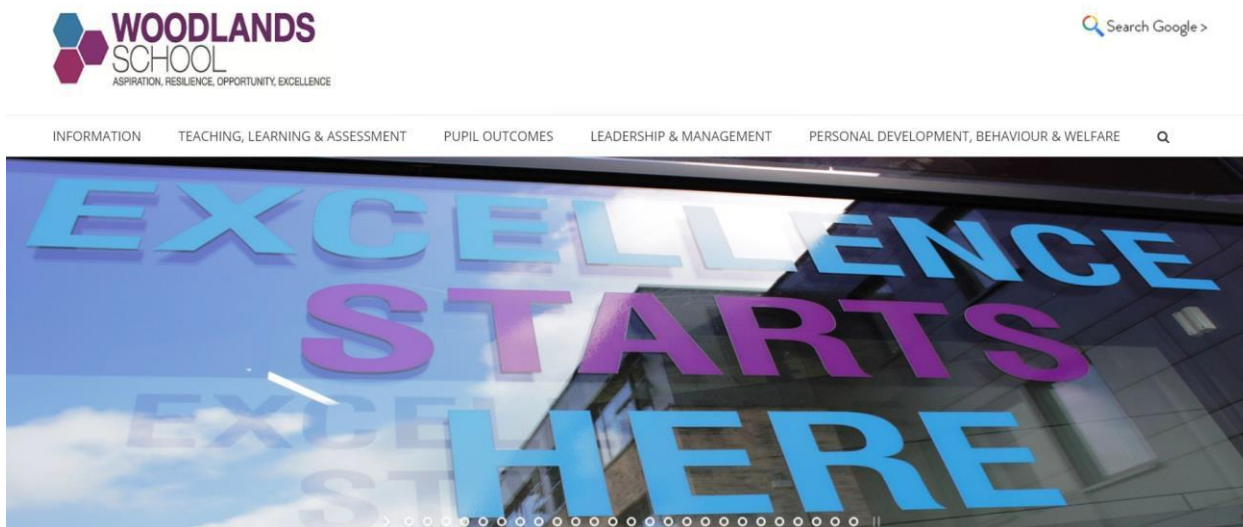
- All pupils complete homework for all of their subjects via RAW Knowledge (Retrieval at Woodlands) on Tassomai.
- This is a quizzing programme designed in collaboration with the people who make Tassomai, to improve pupils long term memory. It can be accessed via a computer/phone app. Pupils will be given their log on details when they start with us in September.
- Pupils may be set additional tasks to complete for homework by individual teachers, and this will compliment RAW Knowledge. This will be set on Microsoft Teams.
- Questions are 'pitched' to the learner. Questions are assigned a difficulty level based on all students' performance on the question itself.
- This allows the programme to direct content of the appropriate level to each learner - they will need to demonstrate mastery of the 'simpler' content before 'unlocking' the more difficult content within that theme. Learners should therefore find that they are challenged when they have demonstrated understanding, and supported with more scaffolding when they are struggling.
- Pupils will have three daily targets every day, one per bucket (they will receive questions from a range of subjects within each bucket):
 - **Bucket 1-** Maths, English
 - **Bucket 2-** Science, Humanities, MFL
 - **Bucket 3-** Creative Arts, Technology, Athletic Performance
- Pupils will need to achieve 50 points in each bucket to successfully achieve their target.
- If pupils consistently achieve their daily target and achieve their 'bonus' goal, the number of points they need to achieve for their daily goal will decrease across the week.
- Reward/sanction system is in place to encourage engagement with the programme.

Further Support

- If your child does not have a laptop/tablet/PC to work from at home, the school can loan a device. E-mail ero@woodlandsschool.essex.sch.uk if you did not complete the survey sent out.

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 2023/2024

- 5th September 2023: Term starts for Year 7
- 7th September 2023: New Intake information evening.
- 28th September 2023: Open Evening – 12.30pm finish (Return at 4.45pm if helper)
- 20th December 2023: End of term 12.30pm finish
- 4th January 2024: Term starts for all Pupils
- 28th March 2024- End of Term with 12:30pm
- 15th April 2024 Term starts for pupils
- Year 7 Consultation Evening TBC
- 19th July 2024: End of school year 12.30pm Finish

Consultation Evening:

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 via SchoolCloud for your child between 4:00pm to 7:00pm

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 2023-2024

September 2023							October 2023							November 2023							December 2023							
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							1			1	2	3	4	5					1	2	3	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	
							30	31																				
January 2024							February 2024							March 2024							April 2024							
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	6	7					1	2	3	4					1	2	3	1	2	3	4	5	6	7
8	9	10	11	12	13	14	5	6	7	8	9	10	11	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	18	19	20	21	22	23	24	22	23	24	25	26	27	28	
29	30	31					26	27	28	29				25	26	27	28	29	30	31	29	30						
May 2024							June 2024							July 2024							August 2024							
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	1	2	3	4	5	6	7					1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31		



= Schooldays/Weekends



= School holidays



= Bank holidays



= Staff Development Days/Faculty Conference (SDD)



= Open Evening
(Teaching staff only – 22 July and 23 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	Monday 4 September 2023 – Wednesday 20 December 2023 Monday 4 September 2023 – SDD1 (Non-Pupil Day) Tuesday 5 September 2023 – Year 7 and Year 11 selected Prefects Wednesday 6 September – All Year Groups in School Thursday 28 September 2023 – Open Evening Friday 29 September 2023 – SDD2 (Non-Pupil Day/Staff Appraisal Day) Half Term 23 October – 27 October Wednesday 21 December – School Closed (Christmas Holidays 21 Dec - 3 Jan inclusive)
Spring Term	Thursday 4 January – All Year Groups in School Thursday 4 January 2024 – Thursday 28 March 2024 Half Term 19 February - 23 February Easter Holidays – Friday 29 March – Friday 12 April inclusive
Summer Term	Monday 15 April 2024 – Tuesday 23 July 2024 May Bank Holidays, 6 May and 27 May Half Term 27 May – 31 May Friday 5 July – SDD3 – teaching staff only (Non-Pupil Day) Monday 22 July and Tuesday 23 July – SDD4 and SDD5 – Teaching staff off in lieu of Twilight sessions (Non Pupil Day) [Disaggregated]



Wellbeing



Mr D Riste – DRI@woodlandsschool.essex.sch.uk

Woodlands wellbeing, mental health and resilience pledges:

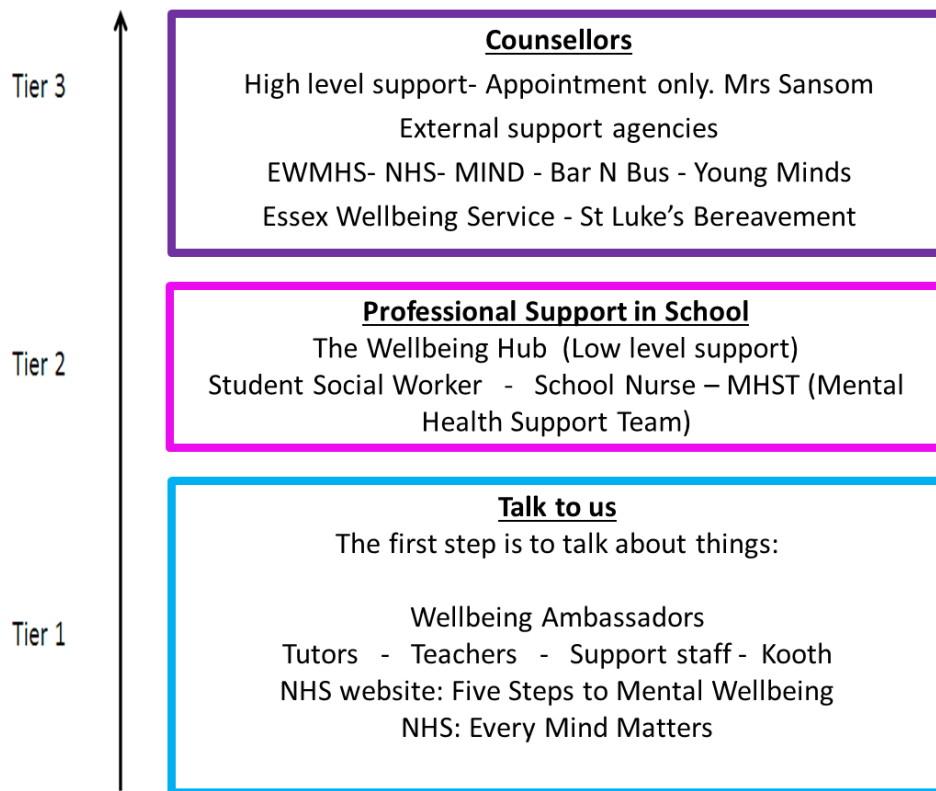
1. Commit to promoting and protecting emotional wellbeing and mental health; train staff to provide appropriate support.
2. Share our vision and strategies in promoting and protecting emotional well-being and mental health; encompassing the views of all stakeholders in order to act accordingly.
3. Provide a wide range of early help and signposting so that pupils are able to access the right support at the right time.
4. Create a team of pupil ambassadors that will actively promote 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.

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).



Providing access to support:



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, and 'bullying-type behaviour 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

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

Anti-Bullying

- No bullying of any kind will be tolerated
- We have an Anti-Bullying Textline
- Reported to Head of Year
- Action taken
- 07709542156 – Text line

Anti-Bullying Text Line 

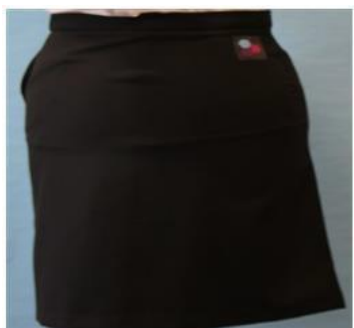
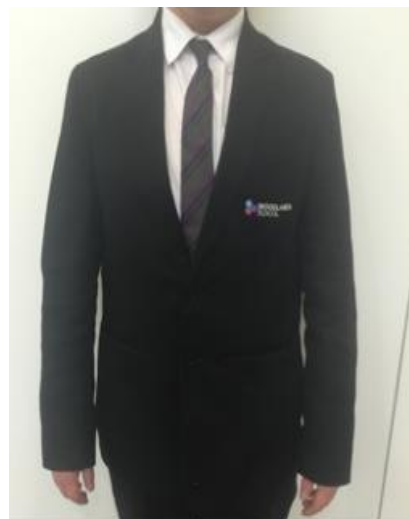




School Uniform

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:

The use of mobile phones is not permitted inside the school building.

Mobiles 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.

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 and 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



