

SCARISBRICK HALL COLLEGE

STUDENTS' HANDBOOK

2011-2012

INTRODUCTION

It is becoming increasingly apparent that traditional teaching systems are ill suited to equip **all** our young people to live and work in the modern world. In order to achieve we must nurture in you a capacity to strive towards life-long learning and acquisition of skills that will allow you to develop the necessary tools to navigate successfully the way through your ‘portfolio careers’. Many of the competencies that 21st Century societies demand such as teamwork, problem solving, creativity and leadership attributes cannot easily be acquired in a traditional learning setting.

A lifelong learning system must reach larger segments of the population, including people with diverse learning needs rather than to exclude those for whom a traditional academic approach is not appropriate.

It is for this reason that in the College we will be introducing a range of new courses that will allow us to provide equal opportunities for all and cater for the needs of individuals. The BTEC suite of courses opens up doors of opportunity to those of you that more traditional GCSEs may have previously closed. It is our intention to continue to provide a breadth of opportunity for all of you and to raise your expectations of what you can achieve.

From the moment you arrive in Year 9 you will experience a rich and stimulating education designed to meet the aspirations of both an academically gifted intake as well as those who need more support. It aims to offer both breadth and depth in eight key learning areas: Mathematics, Science, English, Modern Languages, Humanities, the Arts, Technology and Physical Education. While the courses within each field are taught separately by subject-specialist teachers, all are designed to emphasise the links between them and between learning and its real world context. Similarly through the introduction of the BTEC suite of

subjects our curriculum accentuates personal enquiry, independent study, internationalism and social responsibility. In addition, all students will take part in a new Careers / PSCE course which will encourage them to reflect on their own personal, social, emotional and intellectual development.

Following their initial experience, as students move on to Year 10 students will be able to choose between a more traditional programme of GCSEs and / or to follow a more vocational route, selecting not only which subjects they wish to study but what kind of education they want as preparation for their futures in a rapidly changing, intellectually stimulating, technological developed world.

All students in the College will embark upon Individual Learning Pathways which will be competency driven rather than age related. Personal Mentors will be responsible for tracking individual student's progress throughout their years in the College. Formative and summative assessments will form an integral part of the whole process. Personal Assistants ((PAs) can provide support to students with any specific learning difficulties.

YOUR FIRST DAY AT THE COLLEGE

You are about to start a new and exciting stage of your education, whether you be entering the College from Scarisbrick Hall Middle School or from another school.

You will not be the only new student on the first day at College. A number of other students will probably be joining the College for the first time. You will be told what to do and be shown where to go, and be issued with the things you need.

Your Personal Mentor is the staff member responsible for you. Go to him/her if you have any difficulty.

The Daily Routine, Who's Who and What's Where? will all be discussed with you. Make an effort to get to know the daily routine and to learn the names of all the teachers. Make a point of looking at the Notice Board at least every day.

Organise yourself by keeping your equipment in the proper place. Look after your belongings. Report any loss to your Mentor immediately. Try not to forget things, and always be punctual.

Remember that the more you put **into** the College, the more you will get **out** of it. This is true of anything worthwhile, your education, your job, your hobbies, your faith, and your life.

WHO'S WHO?

Members of Staff

In the College you will meet teachers with specific responsibilities. These may be summarised:

- The **Head of College**, has overall responsibility for the students and staff in the College. He meets all prospective parents and students. Parents and/or students may make an appointment to see him at any time.
- **Personal Mentors** meet students in their Mentor group on a regular basis and monitor each student's progress. Hopefully, yours will be a person who you will feel you can trust and will provide help and guidance. He/she will also be the person who will have to deal with any minor breaches of discipline. Your Parents should make an appointment to see your Mentor at a Parent/Teacher meeting but they may also make an appointment, through the Head, to see him/her at other times of the year.

Mentors for 2011-2012:

- Mrs Bruce
- Mrs Cowell
- Mrs Evans
- Ms Halsall

Miss Howard
Mr Lee
Mrs McVeigh
Mr Roberts
Mrs Sharples
Mrs Taylor
Mrs Tomlinson

- **Students' Mentors** - Ms J.Headley and Mr J.Webber – will be available for students to discuss any social issues / concerns they may have.

- **Year Group Leaders** deal with issues specific to a particular Year group:

Year 9	Mrs Seddon
Year 10	Mr Linge
Year 11	Mrs Howarth

- **Subject Teachers** – Most subjects are taught by specialist teachers. Thus the number of teachers you meet during the course of a week may be quite large. You should learn their names as quickly as possible. They are staff you should turn to for help/ advice in a particular subject. Your parents will have the opportunity of meeting each of these at least twice during the academic year.

Subject teachers for 2011-2012:

English:	Mr Gouldbourne, Mr Roberts
Mathematics:	Mrs Bruce, Mr Linge
Science:	Mrs Howarth, Mr Barry
Art:	Ms Hodge
Business Studies:	Mrs O'Shaughnessy
Catering and Hospitality	Mrs Roberts
Child Development	Mrs Roberts
Drama:	Mrs Squire
Geography:	Mrs Taylor
History:	Mr Roberts
Home Economics	Mrs Roberts
ICT:	Mrs O'Shaughnessy
MFL:	Mr Lee
Music:	Mrs McWilliams
Performing Arts	Mr Sheldon, Mrs McWilliams
PE:	Mrs Seddon, Mr Wynne, Mr Linge
Sports Studies	Mrs Seddon, Mr Wynne

- **Personal Assistants** who assist the subject teachers and help students during lessons.

Personal Assistants for 2011 – 2012

Miss Howard
Mrs McVeigh

Mrs Sharples
Mrs Tomlinson

- **Careers Advisor-** Ms Halsall – who will be available to meet with you individually to discuss your ambitions for the future and design a pathway in order to achieve your goals.

Students

Some students are also given positions of responsibility. These may be summarised:

- Student Voice representatives are selected to discuss the opinions of students in their Year group at Student Voice meetings.
- Bus prefects are students using school transport responsible for maintaining good standards of behaviour on the buses.
- Prefects are Year 11 students who are appointed to assist staff with the smooth running of the College at break and lunch times.

Administration & Ancillary Staff

You may have occasion to meet some of the Administrative and/or Ancillary Staff. These are:

- The school Receptionists/Telephonists – Mrs Massam, Mr Webber
- The Head's Private Assistant – Mrs Linaker
- Client liaison – Mrs Walmsley, Mrs Massam
- The Administrative Assistant – Mrs Currie
- The Caretakers – Mr Hill, Mr Ward
- The Grounds staff – Mr Bentley, Mr Hill, Mr Headley, Mr Wynne
- The Catering Supervisor/Chef – Mr Flynn
- Domestic Staff who work in the kitchens and others who have responsibility for all cleaning in the school
- e3 contractors who are responsible for a particular activity on the e3 programme.

INDIVIDUAL LEARNING PLANS

Individual learning plans form a 'route map' of how learners will get from their starting point on a learning journey to the desired end point. They may be for one course and include the acquisition of qualifications and skills, or may link several courses that give progression to the end point. They are individual for each learner to reflect aspirations, aptitude and needs.

Although there may be common learning objectives and methods of delivery for all learners

on a particular course, it is unlikely that all learners have exactly the same learning styles, abilities, support needs or experience.

Individual learning plans will start from a common format, listing general outcomes, and then develop as initial assessment and circumstances impact. They will be live documents that are useful to the learner, staff, parents and possibly employers.

Individual learning plans will help you to take control of your future, by reminding you what you have learned, achieved and enjoyed. They will form a communication aid between you and all the others who support the learning process.

You will use your ILP to:

- record what you want to achieve on your learning journey – your goals and progression options;
- negotiate and plan exactly what you are going to do, how and when;
- view every assessment as a learning opportunity and to plan for the next steps in learning.

CAREERS EDUCATION, INFORMATION AND GUIDANCE (CEIAG)

All students have a statutory entitlement to impartial IAG, including access to careers services and access to a wide range of up-to-date reference materials. It is important that those who teach and support learners understand and can explain progression routes to students, and can talk about the choices students will make at critical transition points. IAG

should be personalised, impartial and high-quality.

In the College we want Careers education, information, advice and guidance (CEIAG) to be part of the curriculum, not an 'add on' to the curriculum.

Consequently the school has created a personal development programme, inclusive of careers education, information, advice and guidance (CEIAG) and we want to engage the students and make them see it as an integral part of the curriculum.

We have appointed and trained a careers leader and restructured to position this post within the curriculum team.

Raising CEIAG's status has been achieved by:

- making the careers leader a member of the curriculum team;
- integrating CEIAG within the personal development programme, linked to the curriculum;
- applying the same systems and standards to CEIAG as to other curriculum areas;
- empowering the careers leader to develop CEIAG over a two-year period leading to Investor in Careers status.

PERSONAL MENTORING

On entering the College you will be allocated a Personal Mentor who will meet with you on a regular basis to discuss your individual learning plan.

Your Personal Mentor will try to convey trust through active, empathetic listening and genuine understanding and acceptance of your feelings. This will hopefully create a climate of trust which will allow you to honestly share and reflect upon your personal experiences (positive and negative) as a learner.

Your Mentor may request detailed information from you and offer specific suggestions to you about your current plans and progress in achieving personal, educational and career goals. This ensures that the advice offered is based on accurate information of your needs.

Your Mentor will also guide you through ideas and beliefs relevant to education or the world of work.

It is vital that you are motivated to take the necessary risks, make decisions without certainty of successful results, and continue to overcome difficulties in your journey towards educational and career goals. Your Mentor will hopefully be a role model in motivating you.

Your Mentor will also facilitate critical thinking to develop your personal and professional potential. This will encourage you to be independent and take the initiative to manage change, negotiate transition, and take events at College in your stride.

WHAT YOU WILL BE STUDYING

On your first day in College you will be given a Time-Table which will indicate **which** subjects you will be studying, and **when** and **where** you will be studying them.

Year 9

Year 9 is a very important year as you will be starting to study courses leading to external examinations in later years. You will be studying Art, Biology, Catering and Hospitality, Chemistry, Drama and Music OR Performing Arts, English, French OR Sports Studies, Geography, History, Information Communication Technology, Mathematics, Physics, Spanish OR Sports Studies and Personal, Social, Health Education and Citizenship.

At the end of the year decisions have to be made regarding which GCSE and / or BTEC courses you will study in Years 10 and 11.

Year 10 & 11

In Years 10 and 11 you will study English, Mathematics, Sciences, Physical Education, and Personal, Social, Health Education and Citizenship, plus three or four subjects taken from Art, Business Studies, Catering and Hospitality, Child Development, Drama, French, Geography, History, Information Communication Technology, Music, Performing Arts, Physical Education, Sports Studies and Spanish

WHERE TO GO WHEN

It is important that you are in the right place at the right time when you arrive at College.

The times of Assembly and classes will be:

08.30	Arrival: all students should deposit coats and bags on the designated areas and make their way to Year group registration.
08.40 – 09.00	Assembly
09.00 – 10.00	Period 1
10.00 – 11.00	Period 2
11.00 – 11.15	Break Toast/drinks are on sale in the Dining room.
11.15 – 12.15	Period 3

Monday, Tuesday, Wednesday, Friday

Thursday

12.15 – 12.45	Break for Years 9 and 10 Lunch for Year 11	12.15 – 12.45	Lunch
12.45 – 13.15	Lunch for Years 9 and 10 Break for Year 11	12.45 – 13.00	Break
13.15 – 14.15	Period 4	13.00 – 14.00	Period 4
14.15 – 15.15	Period 5	14.00 – 15.00	Period 5
15.15 – 16.05	e ³ Programme	15.00 – 16.05	e ³ programme
16.10	Registration in Year groups.		

Always be ready to start lessons promptly. When changing from one room to another, do so quickly and quietly.

Most of your lessons will be in the Hall, the Science block, or Coach House. A room plan will be given to you; you should carry this with you until you have memorised where every room is.

CODE OF BEHAVIUR

At the College we set a high standard of behaviour for ourselves and you are expected to maintain this high standard both in and out of College.

You will be expected to work hard, to co-operate in the College management, to help others, to be polite, and, on top of all that, to be happy! The following code is one which all members of our College – staff and students – agree to abide by:

- When addressed by a member of staff, stand properly, not with hands in pockets. Do not walk away when speaking or being spoken to. Address members of staff in a respectful manner, using correct forms of address: ‘Sir’ for masters and male visitors; ladies should be addressed as ‘Ma’am’, or by name. Do not call after a member of staff or interrupt, except in an emergency.
- In the corridors, or on the stairs, stand aside to allow members of staff or visitors to pass.
- Running anywhere is strictly forbidden. Do not shout or speak loudly in the building. Always speak correctly. Careless, coarse or slovenly speech is punishable.
- There is an absolute ban on chewing gum. No member of staff or student is allowed to have chewing gum in his/her possession at any time.
- You must be properly dressed and must behave in a polite manner while waiting for and when boarding, travelling on and alighting from the College mini-buses.
- You must not bring to College: knives, matches, playing cards, comics, magazines, or anything that is likely to cause disturbance.
- You must not buy, sell, or exchange anything with other students in the College or pupils in the school.
- When a teacher or visitor enters a room, stand and remain standing properly until told to sit.
- Observe all the rules regarding written work, to the letter.
- Enter and leave classrooms quietly and in an orderly manner. Classrooms must be left with tables and chairs in position and with all litter in the waste paper basket.
- Observe all rules regarding areas which are out of bounds for your own safety.

THE COLLEGE CENTRE

On entering the College in Year 9 you will have access to facilities in the College Centre. These include:

- **The Common Room** where students can meet socially at break and lunch times but NOT during lesson times. The Common room has facilities such as a Pool Table and vending machines containing healthy snacks and drinks. The Common Room Student Committee will be responsible for the running of the Common Room, setting and enforcing the acceptable code of behaviour. The College Students' Mentors will be accessible to students at lunch times in the Common Room to discuss any concerns;
- **Study / Resource area** where students can study under supervision either during a non-teaching period, breaks or lunch times. The room is equipped with several i-mac computers and is wified so even with your own lap top you will be able to access the internet for research purposes;
- in 2012 additional areas with **Study Carrels** and **Seminar rooms** will be available for use by students and Mentors;
- **Careers education, advice and guidance** at lunch times as well as at individual time-tabled consultations;
- safe, comfortable **outdoor seating areas**.

At morning break times you will have access to:

- the Common Room for use of vending machines;
- the Dining room for drinks and toast.

At lunch times you will also have access to the gymnasium for organised activities.

THE TYPE OF WORK

It is vital on entering the College that you continue with good practices learned in the school. Do not let standards of presentation etc slip. It is for your own good that your teachers will insist upon certain rules being obeyed.

At the beginning of the year you will be provided with exercise books for each subject. It is important that work is done in the correct book – they are all colour coded, and each subject has a different colour cover. You should write your NAME, MENTOR GROUP and SUBJECT, and the NAME OF THE TEACHER, in block capitals, in the spaces provided. The writing of anything else on the covers is forbidden.

You will then be provided with a cover for each book. Lost books will have to be paid for.

Pages must never be torn out of exercise books. The books should be worked through from front to back. Only black ink pens are to be used. Coloured pencils are to be used only when specifically required by a teacher.

Ink eradicators are not allowed. Errors must be ruled out with one neat line.

You should take pride in your exercise books. The books may be inspected at any time by the Head.

A standard method of presentation of written work, to be used by students of all age groups, is shown on the next page.

Method of presentation.

Date:
(underlining in

pen)

Margin
draw in
pencil

Space

Learning Objective:

Space

out

Rule Off

Begin work in best cursive handwriting (using BLACK ink).
Any mistakes should be crossed out with a single line. No rubbing
or liquid paper to be used.

Grades

Comment by teacher, in cursive writing (spelling mistakes should be
indicated by putting a line through the mistake and spelling the word
correctly above).

Corrections

Date

Space

Spelling, corrections, etc.

Rule off

Classwork and Homework

In order to derive the maximum benefit from each lesson you should arrive at each lesson with the correct equipment. Listen attentively to explanations, follow instructions meticulously and take responsibility for your progress. Do not waste valuable time.

Some written work will be done during each lesson, but much will be done out of the

classroom as 'prep' or homework.

You will need a Homework Diary. It is important that you write the instructions given by the teacher in the book. The teacher will indicate the nature of the work, which book it has to be done in, and when it is to be completed by. Your parents will be asked to check this Homework Diary daily and to sign it. Your parents will be asked to look at your actual homework and insist on it being repeated if the presentation is unsatisfactory.

Independent Learning Tasks

On occasions you will be expected to produce pieces of original work without the assistance of a teacher or parent. Guidance may be given but the work **MUST** be your own.

Controlled Assessments

As part of your GCSE course you will be asked to complete a number of pieces of work under controlled conditions i.e in College and with time limits. The results of these will form part of your overall GCSE grade. It is thus vital that you are not absent from College for any reason other than illness.

Learning and revising

Not all classwork or homework is written work; it may be learning or revising. Learning is committing something to memory, whereas revising is *refreshing one's memory about something which has already been learned*. You will be asked to revise for tests and examinations. You must remember that learning comes before revisiting. Study skills will be discussed in your PSICHE lessons.

ASSESSING YOUR PROGRESS

Your Mentor will keep an eye on your academic progress and your subject teachers will obviously keep him/her informed. Your Homework Diary will be checked weekly by your Mentor. Comments may be written in these for your Parents to see. If it is a good/encouraging comment it will be written in **GREEN** ink.

MidYIS

In Year 9 standardised assessments are used to provide teachers and parents with evidence of your academic potential.

Learning Objectives

Each piece of work will have a learning objective and your teacher will mark and assess your attainment and effort against this objective. A comment will include advice on how the standard may be improved.

Term Assessments

Your effort and attainment will be assessed on a termly basis by means of a grading system. These grades will be sent home to parents.

‘On Report’

Occasionally it may be necessary to monitor your progress daily in order to raise levels of

effort and/or attainment. This will be done by means of a Record card which has to be presented to each teacher in each lesson and signed by your Mentor and parent daily.

Examinations

Formal examinations for Years 9 and 10 are held in March, and in Year 10. Year 11 Mock GCSE examinations are held in December.

Reports

Full reports are written at the end of Term 4.

Parents' Comments

With each set of reports, your parents will receive a Parents' Comments Sheet. These enable your parents to comment upon the report or any other factor that may have a bearing upon your life at the College.

Parent/Teacher Meetings

Various meetings are arranged to give your parents an opportunity to meet your teachers, and other parents; and to discuss your progress.

WHAT SHOULD I DO IF.....?

A guide to help you, if you have a problem.

Illness or Injury

If you feel ill during lessons, tell your teacher. You will be sent to the General Office, and a member of staff will be contacted to help you.

If you are ill or hurt yourself at break or lunchtime, report immediately to the member of staff on duty or the nearest adult. Several members of staff are qualified in First Aid.

If you are worried or upset

If you are worried or upset about something, please talk to your Mentor or Head of College. They are there to try to help you. It does not matter what time it is during the day. If you think you are being bullied, or if you are concerned about a friend, please talk to us about it.

If you do not understand your work

Help your teacher by asking for help if you do not understand in class or if you find homework difficult. Adults at home and older brothers and sisters can often help (not always!) but do not ask them to do your homework for you.

Lost Property!

Don't worry! Most lost property turns up in the most unusual of places. This is the best plan.

- Stop and think when you last remember having your property, e.g. the lesson and room you were in.
- Go and look there and all of the rooms you have been in since. Re-trace your steps!
- See if it has been handed in to the Office
- Report lost property to your Mentor.
- Check again at HOME
- When you find it – make sure that it is named. It will get back to you more quickly if it has a name in it.

Absence from College

If you have been absent from College you must remember to do these things when you return:

- Bring a letter to your Year group leader explaining your absence.
- See your teachers and find out what work and homework you have missed and catch up as quickly as possible.

Lateness

If you are late for College:

- Report to the General Office to receive an attendance mark.
- Go to your first lesson.

Forgotten Kit

If you forget your sports kit, or any equipment on a particular day, report it to your Mentor immediately. You may be able to make a telephone call to your parents, and they may be good enough to bring it to College for you.

Confined Time

If you are placed in period of 'Confined time' after normal College hours, a letter will be sent home for your parents explaining the reason. You must then:

- turn up at the stated time and place;
- avoid getting another period of 'Confined time'

Transport

If you travel on a College mini-bus you will be allocated a seat. You must sit in this seat on all journeys. All duty teachers check that everyone is on the bus before it departs on the homeward journey, so if you do not intend using it on a particular day you must bring a letter from your parents explaining what alternative arrangements have been made and give it to Mr Webber.

If you do not normally use College transport but wish to do so on a particular day for a special reason you must see Mr Webber.

School Accounts

Parents settle the College accounts on the first day of each term. If your parents as you to deliver this to College you **MUST DELIVER** it to the General Office on the first day. Never ask anyone else to do this for you.

If a Teacher does not turn up for a lesson

If, five minutes after the start of a lesson, your teacher has not arrived, then your Form Captain should report to the Staff Room.

Assessments/Independent Learning Tasks

Part of the work you will do at College will involve independent learning tasks. You will be told when these have to be completed and it is important that you keep to these deadlines. If for some reason you are unable to meet a deadline, you must see the subject teacher in advance. Do not leave it until the date the task is due.

Fire Drill

Your Mentor and subject teachers will give you details about the fire drill. Notices are displayed in each room indicating the exit procedure.

If there is a fire drill:

- BE SILENT
- FOLLOW DIRECTIONS GIVEN TO LEAVE THE BUILDING
- ASSEMBLE ON THE DESIGNATED AREA
- LISTEN TO YOUR TEACHER'S INSTRUCTIONS

Leave of Absence

If you require to be absent from College for any reason your parents must write to the Head in advance to ask for his permission. If permission is granted, you should inform your Mentor as to when and why you will be absent. Leave of absence is never granted on the first or last days of any term or to students in Year 10 and above.

If you are granted permission to leave College early for any reason you must report it to the General Office before you leave in order for the register to be amended accordingly. You must then leave the building by the main entrance with your parents.

IF IN DOUBT ABOUT ANYTHING ASK A MEMBER OF STAFF

