



Sandringham School

'Everybody can be Somebody'

WELCOME TO SANDRINGHAM – SEPTEMBER 2021

INTO YEAR 7 INDUCTION



SHAPE **YOUR** FUTURE HERE



Welcome to Sandringham

We hope this booklet will give you all the information you need to feel confident about the first year of your son's/daughter's school life at Sandringham. If there are questions that remain unanswered, please do not hesitate to ask any member of the Pastoral or Curriculum teams.

Tutor Groups and Tutors

There are eight tutor groups in Year 7. The tutor is the member of staff who will have special responsibility for the welfare of each student in their group. Tutors are responsible for monitoring attendance, dealing on a day-to-day basis with the progress, behaviour and learning of your son or daughter and generally acting as a link between you and the school. The tutors this year are:

7A:	Vanessa Holmes	7S:	Debbie Chopping/Joshua Hill
7J:	Lindsay Forrow/Katrina Jackson	7F:	Marvin Brown
7N:	Ravi Chopra	7E:	Sarah Coutts/Justine Arif
7H:	Jane Barnett	7T:	Natasha Wilson/Sara Ismail

The year group's Performance Director is Rich Davis

Leadership Team



Alan Gray
Headteacher



Caroline Creaby
Deputy
Headteacher



Mark Nicolls
Deputy
Headteacher



Danielle Finlay
Deputy Headteacher



Lindsay Miller
Business Manager



Stuart Kemp
Assistant Head



Claire Oakes
Assistant Head



Jo Cavanagh
Assistant Head



Mark Allday
Assistant Head



Athena Pitsillis
Assistant Head



Kate Mouncey
Assistant Head



Rich Davis
Yr 7 Performance
Director



Jane Barnett
Yr 7 Assistant
Performance Director

The Governing Body

Anna Cox

(Chair & Co-opted Governor)

Judith Head

(Vice-Chair & Co-opted Governor)

**Anne Garland, Ann Irwin, Clotilde Chohan, Judith Head,
Stuart Miller, Christabel Tan, Luke Sieger, Rebecca Veitch,**

Isobel Griffiths and Judith Wickes

(Co-opted Governors)

Mike Anfield and Debbie Carlin

(Parent Governors)

Elizabeth Kelly, Eileen Kincaid and Emma Walker

(Staff Governors)

The House System at Sandringham School

The house system at Sandringham plays a significant part in school life. From September, students will be organised into eight houses, each honouring a famous Briton who made a significant contribution to their field. Tutor groups across the school bear the first initial of their house icon in their tutor group's name, for example, 7J is the Year 7 tutor group for Johnson House. Students in Years 7 – 11 wear a tie with a coloured strip indicating the house to which they belong. This helps to generate a sense of house identity within the school community.

The Houses

Austen		Green
Elgar		Purple
Fawcett		Yellow
Hepworth		Pink
Johnson		Blue
Newton		Orange
Shakespeare		Grey
Turing		Red

During the year, the houses compete in a series of events to win points for their house. These include:-

- House Spelling
- House Maths competition
- Last Choir Standing
- House Performing Arts competition
- Top of the Form
- House Day
- Sports Day
- Charity Run
- Quizzes
- House Poetry
- House 500 words

Students can also add to their house totals by earning house points for excellent work and effort and a range of other smaller activities organised throughout the year.

Getting involved

There are many ways in which students can get involved in the house competition. Students receive house points from their teachers and staff in the school. These points are then collected and added to the house point total for each house. For the large events, such as Sports Day, House Arts and the Charity Run, points are awarded based on finishing positions. Students can also gain house points for taking part in extra-curricular activities, for representing the school and for participating in a variety of enrichment activities.

A separate house event, House Day, takes place on the last day of the summer term. House Day involves all students taking part in a range of activities, competing against their peers in each event to gain the most points. Points are added up at the end of the day and the winning house receives the prestigious House Day Cup.

Leadership Opportunities

The house competition encourages participation and cooperation between students from different year groups. It provides students with opportunities to take on leadership roles whether as a Sixth Form House Captain, a year group House Leader or by taking responsibility to help lead a specific activity or event.

House Charities

The houses also work hard to raise funds for charity. In the past houses have raised money for different charities. Going forward all houses will support a single charity, competing to raise the most money.

We encourage every student to be an active member of their house and take every opportunity to gain points for their house. Every point is vital in the race to be the winning team and to gain the honour of lifting the House Cup on Sports Day at the end of the summer term!

Ecology & Sustainability

As part of our commitment to supporting the environment, Sandringham has a dedicated Ecology and Sustainability Student Leadership Team. Their focus is to support the school to become 'carbon zero' by 2030. So far, students have been raising awareness of global issues including the effects of single-use plastic on the environment, wildlife and our health. They have made a fantastic start as a team and they have been working closely with senior leaders to bring about changes. One of the key projects running this year is working towards the Eco Schools 'Green Flag' award, looking at a range of aspects involved in sustainability. This has included an audit of sustainability across the school, involvement in a large tree planting programme and involvement in the St Albans Sustainability Festival. We hope to take big strides going forward, as we seek to work on multiple areas across many school areas to improve our sustainability.

Contact between Home and School

The tutors keep in close contact with the families of the students by means of the google guardian summaries, letters, telephone calls, Learning Review Day and Parent Teacher Consultation Evening. They are supported in their work by the Performance Director (Year 7), Rich Davis and Assistant Performance Director (Year 7), Jane Barnett. If there are any questions or problems the tutors are available and should be your first point of contact. If the matter requires a more senior member of staff, please contact the Performance Director (Year 7), who will involve other senior staff if necessary.

The school works in partnership with parents to support students in every way possible. The Children Act 1989, however, places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all young people.

As a result, if concerns are raised within the school or a student or parent/carer reports a situation involving possible abuse, we would not be able to guarantee confidentiality. It would have to be referred on to Social Services. This is in line with Government and Hertfordshire policy.

Progress Reports and Parent Teacher Consultation Evenings

- Students will receive termly Progress Reports showing grades for effort, attainment and home based learning
- All parents/carers are invited with their son/daughter to attend a Learning Review Day in the Autumn term to discuss their involvement in all aspects of school life
- The Parent Teacher Consultation Evening for Year 7 is in the Spring term. All families are expected to attend this key event

Newsletter and Letters Home

A weekly newsletter, the Sandprint, is issued on a Friday and contains important notices and news from around the School. We would be grateful if you could take the time to read it each week. This will be distributed via email and will also be published on our website every Friday – www.sandringham.herts.sch.uk

To receive the Sandprint and letters home from us, please ensure that the email address 11419@bromcomcloud.com is in your contacts list.

My Child at School

We have a service called 'My Child At School' (MCAS) that will give you access to a variety of information on your child, from their timetable to rewards and consequences and reports etc. We will send out username and passwords to new parents in the first few weeks of the Autumn term.

If you have any issues with this service please email data@sandringham.herts.sch.uk

Any changes to contact details e.g. address, telephone or email, please email data@sandringham.herts.sch.uk

Absences, Punctuality & Holiday Requests

Sandringham School Absence Line
Tel: 01727 799564 (available 24 hours)
Email: absence@sandringham.herts.sch.uk

We ask parents and carers to report **ALL** absences before 9:00am by telephone or e-mail as above

The importance of attending school both regularly and punctually cannot be overstated, and it is fair to say that students can only make the most of the educational opportunities available to them at Sandringham if they maintain a good attendance record. Regular and punctual attendance is a habit and one that all parents/carers should encourage; the link with standards of achievement is well proven. Good attendance means that students establish good educational habits and routines, keep up with work more easily, develop well socially and have a good attendance record to show prospective employers.

Students who do not do well often have patterns of non-attendance or poor punctuality and fail to achieve as well as they could. Poor attendance often means that students feel unsettled at school, struggle to keep up to date with their work and are less likely to develop appropriate social skills. We will obviously do all that we can to support students in such circumstances, but there really is no substitute for maintaining outstanding levels of attendance.

Absences

We would like to remind all parents/carers and students of our expectations relating to attendance and punctuality:

- All appointments (doctors, hospital, dental, etc.) should be scheduled for outside the school day unless the circumstance is exceptional
- If your son/daughter is unable to attend school due to illness please telephone or e-mail the school Absence Line, clearly stating your name, your child's name, tutor group and reason for absence. This line is available 24 hours a day. If this does not happen the school is forced to record an unauthorised absence and this in turn may need to be referred to the Attendance Improvement Officer

Punctuality

We understand that adverse circumstances will occasionally force students to arrive late at school but would ask that all parents/carers remind students of the school rules regarding punctuality:

- Students should arrive at school **no later than 8.20 am** and should register with their Form Tutor
- Students arriving late should sign in at Student Services and explain their lateness to their tutor at the next registration
- Students who are late twice within any 7 day period will be issued with a C3 detention, if no acceptable reason is provided

Holiday Requests

Headteachers cannot grant any leave of absence during term time unless there are exceptional circumstances. Headteachers no longer have the discretion to allow any time for a family holiday or to agree to extended leave for parents to visit their country of origin. While we appreciate that it can be more expensive to go away in the holiday periods, this ultimately means losing valuable school time at the expense of your child's education. If your child is absent from school because of a holiday which has not been agreed, this will be classified as an unauthorised absence and you may be fined or legal action taken against you.

If you feel that the circumstances are exceptional then an application should be made to school, **prior** to any arrangements being made. The Headteacher will then decide whether or not the absence can be authorised.

The Sandringham Day

Structure of the Day	
8.20 – 8.25	Staff Briefing
8.20	ALL students expected to be on site
8.30 – 8.45	AM Registration/ Assemblies
8.45 – 9.45	Session 1
9.45 – 9.50	<i>Movement time</i>
9.50 -10.50	Session 2
10.50 – 11.10	Break ** <i>WARNING BELL AT 11.05</i>
11.10 – 12.10	Session 3
12.10 – 12.15	<i>Movement time</i>
12.15 – 13.15	Session 4
13.15 – 14.00	Lunch ** <i>WARNING BELL AT 13.55</i>
14.00 – 15.00	Session 5 (including PM registration)

SANDRINGHAM SCHOOL UNIFORM

We are very proud of our uniform and expect all students to keep within the guidelines set out below.
Performance Directors may be contacted at any time for clarification.
Colours: BLACK and WHITE with trim of RED and GOLD

GIRLS

- * Black blazer with school badge
- * Black knee length pleated skirt (with Sandringham logo)
- * Black straight legged tailored trousers with logo
- * School tie
- * Optional black V-necked pullover with logo
- * White collared shirt
- * Black shoes (not trainers/canvas shoes).
Girls should wear functional black shoes with heels of no more than 3cms in height.
- * Black opaque tights (no leggings or leg warmers) should be worn without socks under or over them. On hot days, in the summer term, white ankle socks (not sports/trainer socks) may be worn instead of tights.

BOYS

- * Black blazer with school badge
- * Black tailored trousers
- * White collared shirt
- * School tie
- * Optional black V-necked pullover with school logo
- * Black shoes (not trainers or canvas type shoes)
- * Black socks

GIRLS' PE KIT

- * Black Sandringham shorts
- * Black and red skirt
- * Red Sandringham logo polo top
- White soled trainers, football boots
- White socks
- * Black and red Sandringham Games socks
- * Optional black Sandringham mid-layer
- Optional red base layer
- Plain black swimming costume
- Towel
- Shin Pads
- Mouth Guard

BOYS' PE KIT

- * Black Sandringham shorts
- * Black and red reversible rugby top
- White soled trainers, football boots
- * Red Sandringham logo polo top
- White socks
- * Black and red Sandringham Games socks
- * Optional black Sandringham mid-layer
- Optional red base layer
- Black swimming shorts
- Towel
- Shin Pads
- Mouth Guard

** these items all bear the Sandringham logo/badge/colours and, consequently, are available only from Stevensons.*

Additional Requirements

Plain black, navy or dark grey top coat, without logos or fur trims and below blazer length. No leather, leather look or denim coats. Bomber jackets are NOT acceptable. Scarves and hats should be plain black or red with no logos. All belts should be plain black without ornate belt buckles.

No jewellery except for a watch and one small gold/silver stud in each earlobe (max 2mm). Earrings should be plain with no gem stones and are not to be worn in PE or Games lessons. No make-up, false nails or nail polish (including French polish). Hair extensions are also not permitted.

No form of facial piercing, including nose/tongue studs, is allowed.

Hairstyles should be moderate and in keeping with the Sandringham uniform. Extreme styles are not permitted including shapes shaved into the hair. Hair should be one natural colour and the minimum length acceptable is a number 3. Lines are not permitted to be shaved into eyebrows. All boys must be clean shaven. Muslim girls are permitted to wear a head scarf (Hijab) should they wish. These should be either black or red. Full face head veils (Niqab) are not permitted.








The uniform should be worn correctly at all times, both in and out of school and to and from school. Shirts should be tucked in, top buttons done up and ties worn correctly. The length of the skirt is to be no higher than 5 cm above the top of the knee and must never be rolled over at the top.




All items of uniform should be clearly labelled with the student's name.

Rewards and Consequences

Our students behave in an exemplary fashion and it is very important that everyone understands what is expected of them, day in and day out. Staff at Sandringham believe in recognising, celebrating and rewarding achievement of all kinds. We believe that everyone can be successful and should be rewarded for achievements. Students often receive verbal praise both in and out of lessons. Beyond that there is a formal reward system where students get their achievements in and out of lessons rewarded. The current system is outlined in the table below with changes planned for September 2021 to strengthen the link between rewards and the house system. In July, Years 7-10 will have a Prize-giving Assembly where students will receive academic, pastoral, school colours and the Headteacher's award.
















REWARDS

Rewards		Behaviour	Reward	
	R1	Good work in the classroom/ homework	House Point Sticker	
	R1a	KS3 30 stickers	KS4 15 stickers	Bronze Certificate
		55 stickers	35 stickers	
	R1b	85 stickers	60 stickers	Silver Certificate
	R1c	125 stickers	100 stickers	Gold Certificate
	R1d	200 stickers	200 stickers	Platinum Certificate Platinum Club membership
R1e			Diamond Certificate	
	R2	Excellent achievement or effort in or out of the classroom	Postcard Home	
	R3	Excellent achievement or effort in or out of the classroom	Performance Director Commendation	
	R3a	100% attendance	Attendance Prizes	
	R4	Outstanding (Top 2%) work in the classroom or homework No Consequences in a term	Headteacher Commendation	
	R5	Consistently excellent work over the course of a term within a faculty or consistently displaying one of the character traits	Roll of Honour Character	
	R5a	Star Student - Roll of Honour	Roll of Honour	

	R6	Representing the school in extra-curricular activities: Sport, Drama, Music, Dance, Public Speaking etc.	School Colours
	R7	Excellent work over the course of year	Annual Prize-giving Assembly Award
	R8	Outstanding work over the course of year/time at school	Annual Award's Evening

Whilst our ethos is to reward students as often as possible, there inevitably have to be clear expectations regarding behaviour and consequences for poor behaviour. The whole system is based on promoting learning. Anything that prevents the student or others from learning will be taken very seriously. Our consequences system is based on a fair set of rules that will be applied by all staff consistently. The system is based on giving students chances, choices and consequences. Students are given the chance to behave. If they choose not to behave they will be given a warning. The student is then given the choice to regulate their own behaviour but, if they fail to do so, there will be a consequence.

CONSEQUENCES

Consequence		Examples of Behaviour	Sanction
	C1	Disrupting the learning of others. Talking/Out of seat. Uniform/Appearance. Lack of equipment/ device.	Verbal warning
	H1	Home learning not complete or not completed to a satisfactory standard.	2nd Deadline given
	H2	Home learning not completed by 2nd deadline.	Faculty Detention
	H3	Student fails to attend the Faculty Detention.	C3 Detention and resit Faculty Detention
	C2	Repetition of any C1 offence.	2nd Verbal warning
  	C3	Repetition of any C2 offence. Rudeness to a member of staff/Arguing. Refusal to follow instructions. Inappropriate language inc. swearing in conversation. Late for school without a valid reason. Provoking another student/situation. Lateness to lessons (>5mins). Abuse of Open Access, inc. being in the vicinity of the bicycle shed between 8.45am-3pm. Inappropriate use of device/mobile phone. Repeated failure to bring appropriate equipment.	One hour detention
	C3F	Three or more C3s in a half term. Truancy. Failure to attend C3 detention. Misbehaviour during C3 detention.	Two hour detention on a Friday
   	C4	Repetition of any C3 offence. Dishonesty/Lying to a member of staff. Swearing across a room. Littering. Swearing at another student. Chewing gum. Off site at lunch. Walking away from a member of staff. Deliberate defiance, including appearance. Fighting. Bullying incident – Cyber/Verbal/Physical. 2 C3s in one day. 3 C3s in one week	C3 or C3F Detention Removed from lesson One day isolation
    	C5	Persistent C4 behaviour. Gross disobedience. Swearing at or about a member of staff. Intimidating a member of staff. Smoking/e-cigarettes and/or the possession of cigarettes, lighters, alcohol. Being in the vicinity of smokers. Assault. Persistent bullying. Racist or homophobic language. Inappropriate use of mobile phone/computer or equipment (including laser pens). Graffiti or damage. Poor behaviour during C4. Cultural intolerance	Fixed term exclusion
	C6	Persistent C5 behaviour. Possession of offensive weapon. Theft or vandalism. Possession of illegal drugs. Violence towards a member of staff.	Permanent exclusion

Other Information

Student Medication

If your child suffers from any medical conditions, such as an allergy or asthma which requires your child to carry medication with them while at school please contact Student Services who will advise of the school procedures.

Any student who is required to take medication during the school day must hand this into Student Services, a medical consent form will need to be completed by the parent/carer which will advise Student Services staff on how to administer the medication.

Any medical questions or concerns please contact Student Services.

Mobile Phones and Bring Your Own Device

Sandringham has a policy that requires students to bring a tablet device to school in order to support their learning (Bring Your Own Device). We call this programme 'Blended Learning' and the aim is to create successful young people, able to make best use of information and resources in the modern, online world. You have two options in equipping your child with an appropriate device for learning in time for September:

1. Source an appropriate device independently. The market for tablet devices is competitive and prices are becoming more affordable. Any Apple, Android or Windows device with a screen of bigger than 7 inches, a forward and rear facing camera and WiFi capabilities should suffice.
2. Apply to the school for financial support. We want to ensure equality of access to this scheme for all young people and so have a programme in place to support parents who can make a case for help. If your child is eligible for the Pupil Premium, and would like support, please contact our PP Coordinator, Louise Turner.

Further information is available on the school website - <https://sandringham.herts.sch.uk/bring-your-own-device/>. Alternatively, you can contact Mark Allday, Assistant Headteacher if you have any questions.

Mobile phones must NOT be used in school. If a student wishes to bring a mobile phone to school it must be switched off at all times. They are not to be used whilst students are on the school site. Preferably, they should be kept in lockers during the school day. If students need to make contact with home during the school day, they can request to do so at Student Services.

Use of devices for learning in a classroom is at the complete discretion of staff. Staff have discretion to ask students to use devices in lessons for learning but these should be tablet devices where the school WiFi is used rather than student's mobile phones. We are asking all students to sign an **eLearning Rules and Responsibilities** code in their planners that governs appropriate and safe use of all mobile devices. Inappropriate use could result in confiscation or further sanctions.

Should you need to contact your son/daughter, we would request that any communications be made with your son/daughter after 3pm or via the Student Services switchboard during school hours.

We also need to point out that we cannot accept responsibility for any lost valuables **UNDER ANY CIRCUMSTANCES** and we encourage parents/carers to seek appropriate insurance for any portable device brought to school.

Open Access

The tutor group rooms are located in our Year 7 area in I Block. These are open to the students at break and lunch time for reading, talking quietly to friends and private study.

Co-operation from Students

We want our students to feel proud of their surroundings; they should care for the facilities and add their own contributions by way of excellent displays and well-kept tutor rooms.

Uniform

We are always appreciative of the tremendous support we receive from parents/carers in helping us to maintain a very high standard of uniform and ensuring their son/daughter leave for school dressed appropriately each morning. We do enforce strict sanctions for any student wearing uniform/jewellery incorrectly. Students will be given a C1 consequence for incorrect uniform at any time of the day, including before and after school. If a student receives three C1s, this will result in a C3 detention. The most obvious infringements are top buttons undone, shirts untucked and skirts rolled up. We do also ask that all belongings are clearly named; if they are not, it may be impossible to find them if they are mislaid.

Community Time

Once the formal part of the school day is over there is still a great deal of activity around the campus. Students can choose to work quietly in the Learning Resource Centre either on research for homework and/or using computers. They may wish to join in one of a variety of sports activities, support the Drama Club or the orchestras and choirs. If there is sufficient interest, members of staff will organise other activities such as orienteering events or chess clubs.

Collecting Students after School

The Learning Resource Centre is open until 4.15pm each day and students may, if necessary, wait there for someone to collect them. It is expected that they sit quietly and work or read. If the person who is to collect them is delayed, the student MUST go to main reception to wait. On no account should they wait in any other area of the school. The only students who should be in school after 4.15pm are those involved in a supervised activity (e.g. sports or drama).

The Sandringham Code of Conduct

In order to create a positive learning environment, the Sandringham Code of Conduct focuses on three areas – Respect, Responsibility and Relationships. One of our expectations is that students stand up at the start of a lesson to greet staff and when another member of staff or a visitor enters the classroom. More detailed information about the Code of Conduct can be found in the Home School Partnership.

Year 7 Curriculum

During session time Year 7 students study the following subjects: Dance, Drama, English, French or German, Geography, History, Computer Science, Mathematics, Music, P.E., Philosophy Religion and Ethics, Science, Design Technology, Visual Arts and Personal Development.

Modern Foreign Languages

We are looking forward to welcoming your son/daughter to the Modern Languages Faculty of Sandringham School.

In Year 7 all students are allocated to either French or German for three lessons a week and this becomes their first foreign language. Setting takes place at February half term to enable all students to continue their language learning at an appropriate pace. Students use an online textbook and will also regularly use their device in lessons to support their language learning, particularly through the use of www.wordreference.com

In Year 8 all students continue with their first language and more able linguists also take up a second language, currently Spanish. This gives students the chance to pursue one or two languages to GCSE. A GCSE in a language is compulsory for most students.

We run some very popular trips to support language learning at Sandringham School, notably the Year 8 trips to Brittany and the Mosel region of Germany. We are very proud of our exchange programme, enabling students to spend a week in a family while attending school and participating in excursions. This is an invaluable opportunity to consolidate language skills as well as experience life at first hand in another European country. There is currently a German exchange programme

with a school near Hamburg, a French exchange with a school in Annecy and a Spanish exchange with Seville in Southern Spain.

Please refer any queries to Fleur Baikie, Director of Learning: Modern Foreign Languages.

Home Learning

Home learning forms a strong link between school and home, between tutor, parent/carer and student. It is the policy of Sandringham to set home learning assignments for students which reinforce and extend the work done under supervision in class.

There are excellent reasons for adopting such a policy:

1. As a means of alerting the tutor to any strengths or weaknesses the student may have; it quickly becomes obvious if students are well motivated and committed to a course or if they are in need of extra encouragement. Parents/carers also soon discover if their son/daughter is finding part of the course too easy or too difficult and can discuss the problem with the tutor.
2. As a way of encouraging the student to assume responsibility for producing the best possible work, on time and according to instructions - surely a good routine to learn if the student is to do well in a career.
3. As a preparation for GCSE examinations and learning the skills of working independent of the teacher.
4. As a very welcome addition to the time available to the teacher to cover all aspects of the course. Staff and students work very hard during sessions but there is not enough time to prepare the students thoroughly unless they are willing to devote part of their day to working at home or in the Learning Resource Centre.

Google Guardian Summaries

Sandringham uses an online tool called Google Classroom that offers students and parents/carers a personalised view of their home learning. This has a number of advantages, including guidance to parents/carers on what tasks have been set, how the work should be submitted and an estimated duration as to how long the task should take. Research shows that parental involvement in supporting their child's learning has one of the biggest positive impacts upon outcomes, so we would encourage you to accept our invitation to receive Google Guardian Summaries and discuss home learning with your son/daughter.

Details about how to received Google Gordian summary emails will be sent home in the first few weeks of term and students will also be trained on how to use Google Classroom effectively.

'My SandSTORM' Virtual Learning Environment

Sandringham has a Virtual Learning Environment that collects together a number of online tools that students will use for their learning, including a school email address, a Google Drive account with cloud storage and a learning tool called Google Classroom. These tools will aid students with their independent learning, both in the classroom and at home. My Sandstorm is designed to be student centred, personalised, engaging and easy to use, collecting together the best learning tools. It is a place students can use to access information that their teachers want to share with them and also a portal where teachers will submit exercises for the students to work on. Some faculties will also ask students to submit work online where they can receive feedback from their teachers.

Home Learning Routine

Home learning makes the difference between doing well and doing very well. At Sandringham teachers will set home learning **when** they feel it is **purposeful** to aiding students learning. This could be pre-learning, checking for understanding, practice and processing.

In Year 7 the amount of home learning will be structured around a home learning timetable. This will guide students on what subject they **may** receive home learning for each night, this will enable them to structure their time and feel more organised for forward planning their extracurricular activities.

To find out exactly what work has been set, parents/carers should consult Google Guardians.

Using the Google Guardians system the teacher will have clearly posted what the task is and when it is due. If this is still not clear, a parent of a friend in the same class could possibly advise. Of course, if parents/carers are pleased with the way home learning is progressing, it is pleasant for a member of staff to read a comment to that effect in the course of a busy day.

Family Involvement in Home Learning

We believe it is helpful for staff, parents/carers and students to agree on what makes a good piece of homework. Obviously, students must work carefully and neatly to present a piece of work that is the best they can manage to produce. It may not be completely correct and, in some circumstances, it may not be totally finished. If the student is failing to understand a part of the course, then time spent agonising over an exercise will be time wasted.

A Quiet Place

In order to encourage the student to concentrate, provide a quiet corner of the home where there will be few distractions. Work produced on the carpet in front of the television is usually of inferior quality!

Equipment

Ensure that your son/daughter has available a stable, flat surface on which to write and draw, and has the basic equipment needed to produce neat, well-presented work. Blue/black fountain pens or the equivalent are preferable to smudgy ballpoint pens. A variety of sharp pencils, a clean eraser and a good ruler and a glue stick are also minimum requirements, along with a suitable pencil-case. The Maths Faculty recommend a particular make of calculator and this is considered essential equipment. Most students add a selection of coloured pens and pencils to their stock. It is our expectation that students have access to a computer. Please do let us know if this is not possible. It is also sensible to have a dictionary available.

How Long?

Observe reasonable time limits on home learning. Year 7 students sometimes become over anxious about work in new subjects and need the support of a parent/carer who is prepared to call a halt to work for the evening and then contact the tutor to explain the situation. About one hour each evening should be all the time needed to cover the work set in Year 7 but of course more time will be spent on home learning as the student becomes involved in preparation for GCSE.

Improving the Quality

If you feel your son/daughter has finished too quickly, check the quality of the work. If presentation is sloppy and the content scrappy, suggest a redrafting of the exercise to aim for a higher standard. Avoid doing the work yourself as this presents a distorted picture of the student's progress to the teacher. It is important that students feel that the work is their product, even if it contains some errors. If you have made a contribution to the work, put a brief note to that effect in the "Comments" column of the Student Planner.

Organising the Time

If your son/daughter has allowed home learning to accumulate and has several tasks to complete in one evening, try to break the work up into sections. Allow time for breaks when the student can have a snack, listen to music for a short time or phone a friend. Use the breaks as incentives to work consistently to achieve set targets. We all work better when we have a clear aim and a reward in view.

Sharing Problems

Encourage your son/daughter to talk to the staff about home learning; Sandringham staff aim to be approachable. We can usually tell if a student has a genuine problem with home learning or is covering up a decision not to do the work set because a television programme or a visit to a friend took precedence. In either case, the problem can be resolved.

HOME LEARNING IS IMPORTANT - IT IS AN ACTIVITY SHARED BY STAFF, STUDENTS AND PARENTS

We will do our best to ensure that doing home learning is a positive experience for the student. We are sure that parents/carers and students will give us their support.

Assessment for Learning

Effective assessment is an integral part of outstanding learning and teaching. It helps students to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve. Tracking assessment and achievement data enables teachers, faculties and the school's leadership group to monitor the performance of individual students and groups of students, identify where interventions may be required and to work with teachers to ensure students are supported to make sufficient progress and reach their potential. This information is reported to parents and carers at regular intervals to provide families with an accurate snapshot of where their child's strengths and weaknesses lie and what they need to do to improve.

Following the abolition of National Curriculum Levels in September 2014, Sandringham has introduced a new 11-16 assessment framework. The new framework:

- Is based on high expectations and challenge for all
- Is closely linked to the curriculum and is focused on developing the knowledge, understanding and skills needed for success across Years 7-11
- Improves learning and encourages a growth mindset by providing students with high quality next-steps feedback focused on specific objectives
- Allows all students to experience success, by focusing on the progress they make from their starting point
- Differentiates between students of different abilities, giving early recognition of students who are falling behind and those who are excelling

At Key Stage 3 (Years 7-9), the core knowledge, concepts and skills that underpin each subject are assigned to six broad thresholds. These thresholds correspond broadly to the old National Curriculum Levels 3-8, but have been updated to reflect recent changes both to KS2 and GCSE. Student-friendly trackers provide students with a clear breakdown of what each descriptor means, detailing precisely what knowledge, understanding and skills are required to attain each new threshold.

Old Level	New Threshold	New Year 7 Thresholds	New Year 8 Thresholds	New Year 9 Thresholds
				EP
8	6.5		EP	Mastering
	6.0			
7	5.5	EP	Mastering	Securing
	5.0			
6	4.5	Mastering	Securing	Developing
	4.0			
5	3.5	Securing	Developing	Emerging
	3.0			
4	2.5	Developing	Emerging	
	2.0			
3	1.5	Emerging		
	1.0			

In Years 7-9, student achievement is assessed in relation to four of the six thresholds. The descriptors attached to each threshold – emerging, developing, securing, mastering - provide students with a clear indication of how well they are progressing. Very simply, each student's target is to 'master' the knowledge, concepts and skills delivered in each year of the programme of study.

As the diagram illustrates, the thresholds are progressive and build year-on-year throughout the programme of study. What, for example, constitutes 'securing' in Year 7, would only count as 'developing' in Year 8 and 'emerging' in Year 9. Students at the top end, who demonstrate knowledge, understanding and skills above and beyond those specified in that year of the programme of study, they are deemed to be making 'exceptional progress' (EP). Examples of this might include problem-solving, applying the knowledge and skills they have gained to new and unfamiliar contexts, adapting their work for different audiences or conducting their own research and shaping their own lines of enquiry.

In order to provide students, parents and carers with a measurable indicator of how well learners are progressing and what they are currently on track to achieve at the end of Key Stage 4, student achievement in each subject area will be reported in relation to their current 'Learning Journey'.

At the beginning of Year 7, students will be assigned one of the seven Learning Journeys outlined below for each of their subjects, based on KS2 prior attainment and CATs data. In the practical subjects, baseline assessment is also used to ensure that students are matched to a Learning Journey that accurately reflects their ability in that subject. For this reason, it is likely that students will be assigned to different Learning Journeys for different subjects.

New Threshold	New Year 7 Thresholds	New Year 8 Thresholds	New Year 9 Thresholds	KS4 Target Range	KS4 Target
6.5			Mastering (EP)		
6.0			Mastering	7-9	8/9
5.5		Mastering (EP)	Securing	7-9	8
5.0		Mastering	Securing	6-8	7
4.5	Mastering (EP)	Securing	Developing	5-7	6
4.0	Mastering	Securing	Developing	4-6	5
3.5	Securing	Developing	Emerging	3-5	4
3.0	Securing	Developing	Emerging	2-5	3
2.5	Developing	Emerging			
2.0	Developing	Emerging			
1.5	Emerging				
1.0	Emerging				

At the end of each Learning Journey, the KS4 Target Range indicates what outcomes students are on track to achieve if they continue to work hard towards their aspirational target. Once students formally begin to study GCSEs this KS4 target range will be replaced with a single aspirational KS4 Target Grade using the new 9-1 scale.

Using a KS4 estimated target range instead of a single target grade at KS3 emphasises that outcomes are not fixed or pre-determined. To reinforce the school's high expectations and the idea that there is no cap or limit on what students can achieve, Learning Journeys will be reviewed at regular intervals throughout the year. Where a student is consistently working at the upper end of their Learning Journey KS4 target range or exceeding it, they will be moved up to the next Learning Journey.

Student Learning Journeys provide a clear, consistent and measurable benchmark against which achievement in different subjects can be assessed and reported.

On student target stickers and reports, stars will be used to indicate how well students are progressing towards their aspirational target.

*	Making less than expected progress . Not currently on track to achieve aspirational target.
**	Making expected progress . On track to achieve aspirational target
***	Making better than expected progress . On track to achieve or exceed aspirational target.
****	Make exceptional progress . On track to achieve or exceed aspirational target.

It is important to note that the upper end of Sandringham's aspirational KS4 target range, places students in the top 10% of outcomes for students nationally in terms of progress across Key Stages 2-4. As such, making 'expected progress' towards these aspirational targets is a significant achievement in itself and something that students should be proud of.

Year 7 – Summer Report 2020 (sample)



Student: Joe Bloggs (7B)										
Subject	KS4	KS3	Teacher Comment	Effort			Homework			Class
	Est	PG		Au	Sp	Su	Au	Sp	Su	Class
Art	5-7	**								
Computer Science	6-8	**								
Drama	6-8	**								
English	6-8	***								
French	6-8	**								
Geography	6-8	**								
History	6-8	**								
Mathematics	7-9	***								
Music	6-8	**								
Phil, Religion &	6-8	*								
Physical Education	7-9	**								
Science	7-9	**								

difference between good and bad, higher and lower order questions and we have developed our very own tools to help them in lessons. In the student planner you will find Sandringham's Questioning Wheel and Rockets that help students formulate high quality questions and then also help with 'answer stems' so that they can provide an appropriate response. As parents/carers you can help support our drive on questioning by using these rockets and the wheel to question your son/daughter about their learning and in particular their home learning. Research shows that the more parents/carers are curious and question their son's/daughter's learning, the more likely it is that their son/daughter will make good or better progress. In reality children ask many more questions about the world they live in when they are young and the older they get they become more passive learners. Help us to help them continue to be more inquisitive.

Independent Learning

Our number one priority is to develop 21st Century independent learners at Sandringham. Our aim is to develop five attributes in the students. These attributes are known as the 5Rs at Sandringham and can be found in the Student Planner. We want students that show initiative and can manage their own time and learning without the need for being spoon fed by teachers or parents. When they start in Year 7 they will have to get to grips with a new timetable, new teachers, new buildings and new routines. We will provide an

excellent transition programme to help them settle in but they need to become independent as soon as they can. This involves packing their own bags the night before school, organising their workload and balancing school work, extra-curricular activities and their own hobbies. In school students will be expected to evaluate and assess their own and their peer's work and track their progress against their target grades. We want to produce students that leave us with the skills, attitude and ability to meet the demands of an increasingly complex society.

Sandringham School Reading Policy

Sandringham School's Reading Policy aims to:

1. Help students see reading as important, worthwhile and a pleasurable experience.
2. Help students understand that reading is necessary for their learning throughout the curriculum and for the requirements of living and working in society.
3. Help students learn discrimination in reading and to understand that texts can have meaning beyond the words in which they are couched.
4. Provide the students with a range of strategies which they will need to become effective readers, including the constructive use of non-fiction texts, contents pages and indexes, dictionaries, anthologies and atlases to extract information and develop study skills.

Access to Books

1. Sandringham School fulfils these aims by providing books of high quality in relation to text and illustrations across the curriculum and through the promotion of positive images in relation to race, religion, ethnicity, gender, class and disability.
2. The Learning Resource Centre has as many books as possible on display for students to become familiar with as an everyday part of life, and in order to develop the habit of browsing amongst books and choosing for themselves.
3. Students have access to a wide range of texts for all abilities with a variety of genres, fiction, non-fiction, reference, poetry, song-books, newspapers, magazines, plays, eBooks, DVDs, audio CDs and matching texts.
4. Reading lists are issued as part of the English curriculum to encourage focused reading. Parents/carers are asked to encourage reading of these books at home as well as at school.
5. The Learning Resource Centre provides a stimulating resource base to which students have open access.
6. Close links are maintained with public libraries and students are encouraged to make full use of these. Storytellers and authors are welcomed into school and students are able to participate in external events e.g. reading festivals.

Reading Situations

1. Opportunities are provided for students to read for a variety of different purposes; pleasure, information, instruction and enjoyment, and in a range of situations; silently, small group, to the class, audience.
2. Where appropriate, teachers read silently themselves thus setting a valuable example.
3. Effective strategies are developed and maintained for encouraging and supporting slower readers.
4. Students develop their own writing and reading and are encouraged to write and talk about this.

The Learning Resource Centre

- The school Learning Resource Centre provides an attractive, stimulating and welcoming area for all students. It is open from 8.30am – 4.10pm daily and to 4pm on Fridays. The Learning Resource Centre is fully staffed all day and the friendly staff are very willing to help students.
- New students are introduced to the Learning Resource Centre through a series of lessons to help them become independent learners. This programme continues throughout their school life at Sandringham.
- Students can use the area for quiet study, home based learning, using computers, recreational reading and borrowing books. Students are able to borrow four items at a time.
- The Learning Resource Centre is a central resource for the whole school. It offers an extensive range of non-fiction materials to support the curriculum for all abilities and a very wide range of fiction that caters for all interests and abilities.
- The Learning Resource Centre has thirty four computers that are available throughout the school day.
- Apart from fiction and non-fiction books, there are eBooks, DVDs, audio CDs and newspapers to use. The Learning Resource Centre also has many online resources, such as Encyclopaedia Britannica Online and VLeBooks, which the students can access.
- There is an excellent team of student helpers from Years 8 – 12.
- The Learning Resource Centre runs frequent competitions and the students benefit from visits from authors and poets.
- The Learning Resource Centre also houses the Careers Centre. This area contains information on careers, further education, gap years and life skills.
- There is a weekly book group called “Book Bites” for students who enjoy reading and a club for Creative Writing called “The Write Stuff”.
- On Induction Day, all new Year 7 students are provided with a link to a suggested reading list for their summer holidays, which is located on our school website www.sandringham.herts.sch.uk under the Student Experience section – KS3 – Transition into Year 7.

School Meals

Catering at Sandringham is operated by Chartwells which is a company in the Compass Group. A wide range of hot and cold meals are offered, as well as a range of sandwiches and filled rolls. Snacks are available before school and at morning break. A copy of the menu is available on the catering page of the Sandringham School website.

You will receive a letter giving the options for school meals on induction day. The cost of a main meal deal is £2.45. A rota based on year groups operates for lunches, and to enable Year 7 students to get used to a new lunch system they are first in the rota every day for the first few weeks. Thereafter they join the rota with the rest of the school.

There is a cashless system in operation using biometric fingerprint technology. The system uses the image of the fingerprint to create a mathematical algorithm and then discards the fingerprint. Only the numbers remain and these cannot be reinterpreted back into a fingerprint image. Students will have their fingerprints taken on induction day, Thursday 11th July. You will be asked to indicate your consent for the use of biometric data via a form given out in the primary visits pack. The school also uses a cashless payment system called ParentPay, which can be used to pay for school meals. In your induction pack you will find a letter confirming your personal user ID and password. If you log onto the ParentPay website using this user ID and password you can pay for school meals for your son/daughter. This means that a value will be recorded on their 'finger' for use in the school canteen. You can also use this facility to monitor the balance of money available for use. Students can also check their balances when in school on balance checkers where are located near the entrance to the canteen.

It is possible to have a daily spend limit programmed onto the system for an individual student and parents/carers can do this by sending a letter to the school indicating an amount.

For the first day of term, 2nd September 2021, please credit your son/daughter's ParentPay account before that date. Students entitled to free school meals will have their daily allocation automatically credited. Please note that the free school meal allowance is deducted at the end of the day if it is not used. If you feel that your family may qualify for free school meals, please see the following link for further information www.hertsdirect.org/freeschoolmeals

Please refer any queries concerning school meals to Louisa Earley, Assistant Business Manager.

Pupil Premium and Free School Meals

Every year Sandringham School receives funding from the Government to narrow the attainment gap of children from disadvantaged backgrounds. This funding is called a 'Pupil Premium' and it is linked to children being eligible for free school meals currently or within the last 6 years.

We have a designated Pupil Premium Co-ordinator, Louise Turner, who works closely with students and families to ensure we support families. Our main aim is to support Pupil Premium students in all aspects of their education to ensure that no child is disadvantaged due to their economic background.

This year utilising Pupil Premium we have provided:

- Bespoke One-to-one tutoring in English, Maths and Science;
- Maths and English intervention groups;
- One to one mentoring;
- We have utilised the team of school counsellors who offer support to students who require it;
- Recruited a team of Pupil Premium Champions who support a small group of students with their academic progress and make regular contact with home.
- We have run the Brilliant Club Scholars Programme to expose students to top level University learning;
- Provided families with vouchers for supermarkets during school holidays and school closure. We have also provided food bank vouchers to those families in need.

- Supported families with accessing financial support for music lessons.
- We have provided students with financial assistance with school resources, curriculum lead school trips and access to tablet devices (BYOD). We have also provided our most vulnerable students with financial assistance with uniform, PE kit and other school resources, when required.

Further information on our use of the pupil premium spending, its impact and integration in school life can be found on the schools website:

<http://www.sandringham.herts.sch.uk/dp/about/pupilpremium>

To apply for free school meals:

If you are a parent or carer, and you are in receipt of benefits, you may be entitled to apply for your child to receive free school meals, apply online now at www.hertsdirect.org/freeschoolmeals or call 0300 123 4048. The process is very quick and easy.

Alternatively, you can contact our Pupil Premium Co-ordinator, Louise Turner, in confidence and they will guide you through the process. Tel: 01727 799560.

Travelling to School

Sandringham School took part in a Safer Routes to School pilot project that spent time investigating how our students came to school and made their way home, looking particularly at safety aspects. We worked closely with various agencies including the Police and Hertfordshire County Council and as a result were able to achieve many improvements in and around the vicinity of the school.

These included:

- A pedestrian crossing outside the school
- Restriction of parking outside the school
- Students' art work incorporated into road signs
- Protective railings outside the school
- 2 modern cycle storage units

The main thrust of the project was to encourage:

- Fewer car journeys to and from school
- More students walking and cycling to school
- More students using buses rather than being driven by car

The school has developed its own Travel Plan and continues to develop initiatives started in the Safer Routes to School Project. Each year we see more and more of our students **cycling** and **walking** to school. In terms of health and fitness this has many advantages for young people as well as the opportunity to talk with friends. We actively encourage cycling to school but place the onus on the student and their parents/carers with regard to the wearing of a cycle helmet. We strongly advise the wearing of such protection.

Walking, cycling and taking the bus to school are options that we would encourage our students to adopt rather than coming by car. As you know this is an issue that the Government is addressing and one that we shall work on and develop in the years ahead.

The Travel Plan is available on the school's website and the action plan is reviewed every six months.

Young Carers



Young Carers Policy

At Sandringham we believe that all young people have the right to an education. Some will have very challenging home circumstances which need to be taken into account.

Our Young Carers policy recognises such needs. We aim to relieve some of the worries which Young Carers may have about home and their school work.

Our school will:

- Designate a member of staff to have special responsibilities for Young Carers. Our current designated person is Sally Francis.
- Make sure all the students in our school are aware of who the designated link person for Young Carers is.
- Be sensitive towards Young Carers' needs – they do not always wish their peers to know.
- Give information to the young person about issues relating to Young Carers and what advice and support is available.
- Pass information on to relevant colleagues such as Form Tutors, Performance Director, Senior Leadership, with the consent of the Young Carer.
- Liaise with appropriate agencies, ie. Nexus Extended Schools and the Young Carers Project.
- Look at alternatives if a Young Carer is unable to attend out of school activities, eg. detention, sports coaching, clubs, due to their caring role.
- Support Young Carers, their parents/carers and families.

Sandringham is an inclusive school; we value every child and young person and pay full attention to the needs of Young Carers.

Personal Data and Information

Schools, Local Education Authorities and the Department for Education (the Government Department which deals with education) all hold information on students in order to run the education system, and in doing so have to follow the General Data Protection Act (GDPR) 2018. This means that the data held about students must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held and to whom it may be passed on.

The **school** holds information on students in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, personal characteristics such as ethnic group, special educational needs and any relevant medical information.

From time to time we are required to pass on some of this data to the Local Authority (LA), to another school to which the student is transferring, to the Department for Education (DfE), and to the Qualifications and Curriculum Authority (QCA), which is responsible for the National Curriculum and associated assessment arrangements.

The **Local Authority** requires the school to provide information about students in order to carry out specific functions for which it is responsible, such as the admissions process or the assessment of any special educational needs the student may have. It also uses the data in statistical form, where students are not identifiable, to inform decisions on, for example, the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual students cannot be identified from them.

The **Department for Education** uses information about students for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual students cannot be identified from them. The DfE will feedback to LAs and schools information about their students where they are lacking this information because it was not passed on by a former school. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

Students, as data subjects, have certain rights under GDPR, including a general right of access to personal data held on them, with parents/carers exercising this right on their behalf if they are too young to do so themselves. If your son/daughter wishes to access their personal data, or if you wish to do so on their behalf, then please contact the relevant organisation in writing:

- The school via the Data Manager (data@sandringham.herts.sch.uk)
- The LA's Data Protection Officer at School IT Systems Support, Hertfordshire Development Centre, Robertson House, 6 Hills Way, Stevenage, SG1 2FQ
- The DfE'S Data Protection Officer at DfE, Caxton House, Tothill Street, London SW1H 9NA

Please note that all rights under GDPR to do with information about your son/daughter rest with them as soon as they are old enough to understand these rights. This will vary from one child to another and you will wish to consider the position for your son/daughter, but, as a broad guide, it is reckoned that most young people will have a sufficient understanding by the age of 13. We would therefore encourage you to share this note with your son/daughter if they are aged 13 or over.

Separately from GDPR, DfE regulations provide a student's parent, regardless of the age of the student, with the right to view, or to have a copy of, their son/daughter's educational record at the school. If you wish to exercise this right you should write to the school.

Further information, including changes due to GDPR can be found in our Privacy Notice and Data Protection Policy on the school website.

Providing Information to YC Herts

For students approaching or above age 13 the school is required to pass on information to the YC Service. This information includes the name and address of the student and parent, and any further information relevant to the YC Service's role which is to support young people, helping them to achieve their potential and to realise benefits from education, learning and employment. However parents, or the student themselves aged 16 or over, can ask that no information beyond name and address (for student and parent) be passed on to YC Herts. If as a parent, or as a student aged 16 or over, you do not want YC to receive from us information beyond name and address, then please contact the school within two weeks of receiving this note.

Since, for students aged 16 or over, the right to ask for information beyond name and address not to be passed to YC rests with the student rather than the parent, it is particularly important that you share this note with your son/daughter if they are of this age.

The LA and DfE may provide YC with information, which they have about your son/daughter, but will not pass on any information they have received from us if you (or your son/daughter if aged 16 or over) have notified the school that YC should not receive information beyond name and address.

NOTES

'Together we need to rewild the world'
Sir David Attenborough

