

Information Evening: Year 10

Andrew Cracknell - Assistant Headteacher
Rhiannon Chapman - Performance Director



Sandringham School

'Everybody can be Somebody'



Whole school information



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Belonging at Sandringham

Statement from our 2024-25 Whole School Development Plan:

The school recognises that every student should thoroughly enjoy their time at Sandringham. We are committed to ensuring that our provision allows **all** students to succeed academically and to thrive as individuals.



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Safeguarding

This is a critical aspect of our work with young people.

ALL staff at school are responsible for safeguarding and will report anything of concern.

Our team of Designated Safeguarding Leads (DSLs) are very experienced and trained to respond to any concern.

Stuart Kemp is our Designated Safeguarding Lead. You can ask to speak to him if you have a concern, or to any one of our DDSLs.



SAFEGUARDING



Stuart Kemp
Assistant Headteacher
Designated Senior
Person (DSP)
CLA



Kate Mouncy
Acting Assistant
Headteacher
Inclusion

All staff at the school must be aware of the procedures for dealing with a disclosure of abuse and must also know what to do if they suspect that there is a possible case of abuse. The safety of every child in the school is everyone's concern.

Every child is entitled to be free from fear.

"It is imperative you attend all safeguarding training when requested to do so".

Deputy DSP's



Caroline Creaty
Deputy Headteacher



Mark Nicholls
Acting Head of School



Thom Leat
Assistant Headteacher



Andy Cracknell
Assistant Headteacher



Neil Miller
Assistant
Headteacher



Sian Cook
Learning Mentor Sixth Form



Ciboney Durrant
SendCo



Tracey Green
Behaviour Manager



Gemma Lovatt
Pupil Premium
Coordinator



Alex Neville
AAH, DoL, DT



Viv Boost
Academic &
Employability Coach



Emma Coyne
Wellbeing Manager



Melissa Holian
PA to Leadership,
Wellbeing, Counsellor

Attendance and punctuality

Attendance at school is hugely important. We work hard with families to ensure that our students' maximise their attendance to lessons.

If you need any support, please contact Stuart Kemp, Assistant Headteacher.

Last year, our whole school attendance was 94.9% (Nat. 90.9%).

Of the 1210 students in Years 7-11 last year, 456 had attendance of 98% or above



Attendance Ladder



Recording absence

If you need to inform the school of an absence, please call the absence line: 01727 799 564 before 9.15am. A specific reason needs to be provided.

If there is an upcoming planned absence, email absence@sandringham.aetrust.uk or call the absence line. Alternatively, the student needs to bring a signed note from a parent/carer explaining the reasons. This note must be shown at Student Services when signing out.

For Year 12 and 13, contact: 6thformattendance@sandringham.aetrust.uk



Home learning

High quality home learning opportunities provide a number of positive outcomes for our students. This includes developing independence, practising key skills and preparing for examinations.

Parents and carers are able to receive Guardian Summaries via email on either a daily or weekly basis. The email summaries include:

- Missing work— work that's late at the time the email was sent
- Upcoming work — work that's due today and tomorrow (for daily emails) or work that's due in the upcoming week (for weekly emails)
- Class activity — announcements, assignments, and questions recently posted by teachers

It is important to recognise that parents and carers will not be able to access or login to Google Classroom. The Guardian Summaries come as an automated email, but contain all of the information needed to support your child at home. Information for these can be [found on this link](#)



Rewards

An important part of our school culture and ethos at Sandringham is to acknowledge the achievements of students both in their studies and beyond.

We want all students to achieve their full potential. To help to support this, and to ensure that students are demonstrating and developing the right character traits as young adults, we have a process to reward students.

House points, accolades and achievements make up the structure of our rewards system. All of these rewards are issued through a digital platform called ePraise. Students have the ability to track all of their rewards on their ePraise profile.

Information about the mobile application and logging in to this [can be found here](#)



Consequences

Whilst our ethos is to reward students as often as possible there inevitably have to be clear expectations regarding behaviour. The 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 gives students the chance to behave. If they choose not to, they will be given a warning. If they do not respond to the warning, they will then be given the choice of regulating their own behaviour, or receiving a consequence. If they still do not respond, they will receive a consequence.



Learning

We would like all students to be ready to learn - every day and in every lesson.

Please support them to bring the correct equipment and books for each day, including a fully charged device.

We will always encourage all students to bring a positive and open attitude to every lesson so that they can make as much progress as possible.



Extra Curricular Opportunities

As you know there is a wealth of opportunities open to your child at school and we strongly encourage all students to seek something they can pursue further. Access to these opportunities and clubs is managed through SOCS, an online platform focused solely on this.

Information about signing up as a parent [can be found here.](#)



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Year group information



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GCSEs and vocational qualifications explained

- 2 year programme of study
- 9 – 1 grading scale or P, M, D, D*
- Linear assessments for GCSEs
- NEAs (Non-Exam Assessments) in some subjects
- Regular in-class assessments
- Some subjects are two-tiered (Foundation and Higher)
- **More content**
- **More depth**
- **Greater challenge**



The journey towards success: Sept 24 to June 25

1. Settling into GCSE studies
2. Regular low-stakes assessments
3. Study skills development
4. Year 10 trial exams
5. Work experience
6. Year 11 begins
7. Year 11 trial exams #1
8. Intervention (session 6) commences
9. Next steps planning and one-to-one guidance
10. Year 11 trial exams #2
11. Final preparations and in-class revision and rehearsal
12. Sit public examinations



Year overview for Year 10

Term 1:

14-16th November: Whole School Show

27 - 28th November: Pastoral Review Day

29th November: Occasional Day

2nd December: Charity Week

7th December: FoSS Christmas Fair

20th December: Charity Day



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Year overview for Year 10

Term 2:

4th March: Y10 Herts University visit

1st April: Y10 Trial exams begin



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Term 3:

25th April: Y10 Trial exams end

11th - 12th May: DofE Bronze practice

22nd May: Y10 PTC

6-8th June: DofE Bronze qualifying expedition

16th - 20th June: Y10 work experience



Work Experience 16th - 20th June

- 5 day placement for employment experience
- Great opportunity for personal development and real world experience
- Can be a private placement (help with this would be much appreciated)
- Some link 2 (service led) placements, but these are limited
- Next communication will be out in November



Pastoral Review Day

Weds 27th Nov (evening) or Thurs 28th Nov (morning).

Virtual meeting with students and parents/ carers and tutors or another associated member of staff.

A check-in after 11 weeks of the school year to discuss how each student feels and how well they have settled into the new school year. It will include a discussion about participation and attitude, and will enable students and parents to share their views.



Tutor team

10A - Vanessa Holmes

10H - Fabrizio Nieddu

10J - Alice Wiggett/Amy Stothard

10N - Eileen Kincaid

10E - Manisha Hooda

10F - Marvin Brown

10S - Debbie Chopping

10T - Charlotte Hardacre

Support tutors: Louise Khan, Nargis Hussain, David Keenleyside, Solene Roy

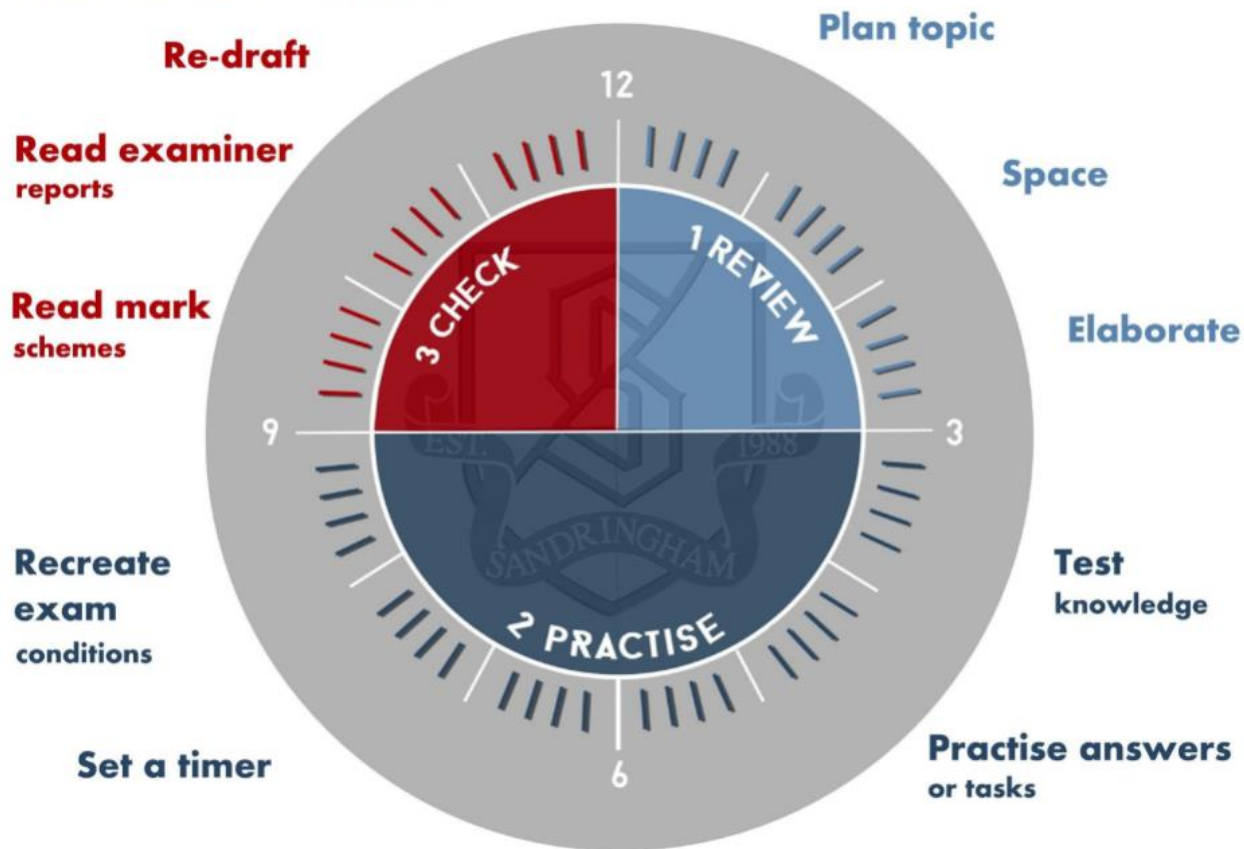


What are we doing to support students?

- Quality First Teaching
- Personal Development curriculum
- Targeted academic intervention
- Strong, supportive pastoral team
- School values: Respect, Responsibility, Relationships
- Nurturing student's sense of belonging
- Student Leadership opportunities (SLT)
- Extra-curricular opportunities
- Homework club



THE MEMORY CLOCK



A short video shared with students:



Atomic habits:

1. Small habits lead to big changes (1% changes)
2. Focus on systems (ways of working)
3. Focus on identity (who do you want to be?)
4. Follow the four laws of behaviour change (obvious, attractive, satisfying, easy)
5. Be patient



How does this apply to you?

Thank your parent/carer for something that they've done for you

Pack your bag the night before

1%

Make your bed each morning

Put your phone in a different room at night

Wake up 10 minutes earlier in the morning

Smile at the first person you see in the morning

Bring a water bottle every day

Have breakfast and a healthy snack during the day

Focus on systems - your ways of working

- Know **when** you work best - 4 - 5pm / after dinner / Sunday morning
- Know **where** you work best - Homework Club / table / bedroom
- Make a to-do list (Google Classroom has this feature)
 - What needs to be done soonest?
 - What will take the longest?
- Be strict with timings by using a timer
- Cut out distractions - do you *really* need to listen to music?
- Reward yourself
- Speak out if you need help

What can you do to help?

"Parental support is eight times more important in determining a child's academic success than social class, according to a new study. The Campaign for Learning found that parental involvement in a child's education can mean the difference between 4 grades at GCSE."

(Times Educational Supplement)



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What can you do to help?

- Be interested in their learning - ask questions often
- Support them in building positive habits
- Celebrate small wins
- Keep an open dialogue, both with your child and the school
- Monitor use of electronic devices



Chapman's Champions

Exceptional effort throughout the term as a class



Being an all-round nice person

An amazing piece of work

Achievements and contributions in extra curricular activities

Showing leadership skills and maturity

You will be nominated by your teachers and some will be based on my observations

Your contact with school

My Child at School (MCAS) - Information about accessing this can be [found here](#)

Parentmail and website

Email: admin@sandringham.aetrust.uk , for the attention of ...

If there is an urgent or out of hours safeguarding concern: call 0300 123 4043 or call 999 if it is an emergency



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Thank you for joining us tonight



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