	Student Planner
	Year Group 7 – 11
	2016 – 2017
Name: _	
Tutor Gr	oup:
	St Martins School, St Martins, Shropshire, SY10 7BD Tel: 01691 776500 E-mail: reception@stmartins3-16.org

		Time	table		
	Mon.	Tues.	Wed.	Thurs.	Fri.
Reg					
Period 1					
Period 2					
Break	Break	Break	Break	Break	Break
Period 3		2			
Period 4					
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Period 5					
After School					

The Secondary School Day

Morning Registration and Tutor time
Period 1
Period 2
Break
Period 3
Period 4
Lunch
Period 5
End of school

Term Dates 2016/2017

Period	School Closes (pm)	School Reopens (am)	
		Tuesday 6th September	
Autumn Half Term	Friday 21st October	Monday 31st October	
Christmas	Friday 16th December	Wednesday 4th January	
Spring Half Term	Friday 17th February	Monday 27th February	
Easter	Friday 7th April	Monday 24th April	
May Bank Holiday	Monday 1st May		
Summer Half Term	Friday 26th May	Monday 5th June	
Summer	Thursday 20th July		

PD Days 2016/2017

PD Days Staff only	Monday 5th September	
	Tuesday 3rd January	
	Friday 21st July	

PD Days are provisional at time of going to press

'You Are Important'

Every Child Matters

• Be Healthy

Try to eat a healthy, regular, balanced diet so that your body is able to grow and you can work well and be creative.

Sleep is important for your mind and body. A rested body can cope with new information and enjoy experiences more than a tired one.

If you have a problem talk to a member of staff you trust. Sharing your troubles can help to put things right.

Stay Safe

We all have the right to feel safe at school. If you are being bullied, picked on or hurt, teachers are here to help you.

We are all responsible for keeping our school a safe place. If you see something at school that could hurt someone, tell a teacher.

We must respect each other, our belongings and our environment. You do not need to put up with bad behaviour or having your things stolen from you. Tell a member of staff.

• Enjoy and Achieve

Everyone has a right to enjoy being at school.

You should be ready for school and prepared to learn. Being prepared means that you are ready to discover new things and be successful.

You should be able to achieve your expected standard in each subject. If not, speak to your form Tutor.

You will feel happier when you achieve your potential.

Make a Positive Contribution

Support your community and the environment to make this a positive place to learn.

Positive contribution means that you try your best and encourage others to achieve.

Becoming involved in school activities will make you more confident and better able to cope with changes in your life.

Taking part in school activities will develop the enterprising or creative behaviour that employers want to see.

Achieve Economic Well Being

Success at school will prepare you for working and help you to earn enough money to enjoy life.

Doing well at school will encourage you to think about college, work or further training and achieve your life goals.

Home School Agreement

As a student, I will:

- Attend regularly and arrive on time
- Wear the correct uniform and bring the correct equipment each day
- · Work hard to achieve targets set with my teachers
- Help other students by allowing every teacher to teach and every learner to learn
- Behave well on the way to and from school
- Behave well in and out of class, follow the code of conduct and meet the school expectations
- Respect and care for others and their property (including school property)
- · Care for my Planner and record all homework details
- Give my best effort on all tasks
- Meet all deadlines for handing in homework
- Find out what opportunities are available to me and participate where possible
- Pass all letters, notes and reports to parents on the day they are issued
- Follow the rules about mobile phones and electronic equipment
- Talk with parents and teachers about any concerns in school.

Signed Date

Home School Agreement

As a parent, I will;

- Take an active interest in all aspects of my child's school life;
- See that my child attends school regularly, on time and properly equipped;
- Communicate to school all relevant information which may affect my child's work or behaviour;
- Encourage my child to follow the school's classroom expectations and support associated action taken by school;
- Support the school's policy on homework, provide suitable facilities at home and encourage my child to make the required effort;

Date

- Do my best to attend parents' evenings and other meetings at which my presence is requested;
- Notify the school by 9.30am, if for any reason my child cannot attend.

Signed

The school will;

- Provide a safe and stimulating environment for your child;
- Ensure that your child fulfils his/her potential as a learner and as a member of the school community;
- Offer a broad and balanced curriculum to students of all abilities;
- Encourage all students to take responsibility for their own actions, feel proud of their achievements and enjoy being a student at the school;
- Keep you informed about your child's progress and general school matters;
- Insist that all students observe the school's behaviour and anti-bullying policies;
- Set and mark regular homework and provide suitable facilities for homework to be done at school.

Signed Date

	em off when signed and	planation for your absence. hand them to your tutor.
	(name)	(tutor group) was/will be absent
from (date):	to (date):	for the following reason:
Signed: (Parent/Guar	dian):	
	(name)	(tutor group) was/will be absent
		for the following reason:
Signed: (Parent/Guar	Δ	(tutor group) was (will be absort
	(name)	(<i>tutor group</i>) was/will be absent
from (date):	to (date):	for the following reason:
Signed: (Parent/Guar	dian):	
	(name)	(tutor group) was/will be absent
from (date):	to (date):	for the following reason:



Anti-Bullying

Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
 Physical 	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
 Sexual 	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
• Verbal	name-calling, sarcasm, spreading rumours, teasing
• Cyber	All areas of Internet, such as email & Internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology, i.e. camera & video facilities

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject teachers



• Parents will be kept informed

After any instances of bullying there will be a follow up meeting to ensure that the pupil(s) who were bullied no longer feel intimidated.

Equipment and Valuables

Every student is expected to provide the following basic items of equipment for every lesson:

- A school bag large enough to carry several books is essential
- · Black or blue pen
- Pencil and eraser
- Coloured pencils
- Pencil sharpener
- Ruler
- Geometry Set
- Calculator
- Rough Notebook
- Dictionary
- French Dictionary



• Personal headphones (for use in French/Music/ICT lessons)

Text books and specialised equipment will be issued on loan and your parents may be required to contribute towards any loss or damage to school property.

It is your responsibility to remember your kit for Physical Education and Dance. If you forget it for three lessons you will receive a detention.

Valuables

Any items of value are brought into school entirely at your own risk. We operate a cashless diner and encourage students not to bring money into school.

- Mobile Phones and other electronic equipment, such as iPods and MP3 players, must not be used on the school site during school hours. They will be confiscated until the end of the day.
- Please make sure that you put any valuables into the valuables box during PE, drama and dance lessons.



School Uniform and Appearance

A high standard of personal appearance is expected of all students and anyone arriving at school in non-uniform clothing may expect to be sent home to get changed. The following information gives details about acceptable uniform:

- White buttoned up to the neck school shirt with collar (available from any clothing supplier and many supermarkets at very reasonable prices)
- The school's purple and silver tie which must be worn so that it covers the top button of the shirt
- The school's purple V-neck sweatshirt or cardigan with the school logo (year 7-8)
- The schools black V-neck sweater with purple trim and school logo or school blazer with logo (years 9-11)

In addition, students will have the choice of the following items:

- Grey school trousers (year 7-8)
- Black school trousers (year 9-11)
- · Leggings, skinny trousers, canvas and jeans style are not permitted
- A grey school tailored knee length skirt (year 7-8)
- A black school tailored knee length skirt (year 9-11)

All students will be required to wear black leather type shoes with black laces whenever they are in the school buildings – trainers and canvas shoes are not permitted. School coats should be a dark colour without visible branding.

Examples of suitable footwear, skirts, trousers and coats are available on the school website. Students not wearing the correct uniform may spend the day in isolation or could be sent home.

PE KIT	OUTDOOR PE
Plain black shorts	Plain Black tracksuit bottoms
School's purple & black PE shirt	Plain black tracksuit top or a school purple sweatshirt
Plain coloured swimming attire & towel	Plain black 'base layer'

A 'gum shield' is strongly recommended

Hair should be a natural monochrome colour and the style must be appropriate for school. A minimum of a 'grade two' without tramlines.

Facial piercing is not appropriate for school; other jewellery must be minimal and completely safe and must be removed for certain activities.

Any visible accessories, e.g. socks, belts, must be black.

School ICT Network

All students have access to the school ICT network for study and research and an acceptable use policy must be agreed before access to school ICT facilities is granted. You are responsible for all activity that takes place under your username and password.

- It is important therefore not to let other students use your username and password.
- Ask the ICT support staff for a new password if you feel someone else may be using your identity.
- Remember, however, that your work on the network is like that in an exercise book. It will be read by staff to mark your work and should reflect well on you.
- Your are responsible for appropriate use of the ICT network.

You are responsible for saving your work regularly and keeping it organised.

- Save your work regularly and often. Computers can sometimes fail. It is important therefore to back up your work.
- It is helpful to organise your work into subject folders.
 Give your work a suitable filename. It is then much easier to find it at a later time.

You are responsible for helping to keep the network running efficiently.

• Printing

Only school work should be printed and usually through the 'Hub'. Avoid wasteful printing by only printing off the final copy of any draft work. Do not print off multiple copies of any one sheet of paper e.g. questionnaires. Only print off files of reasonable size. Edit information from the Internet rather than just printing off many pages.

• Downloading and storage of files

Do not download or store large files such as games, music or images from the Internet onto your sector. They take up a lot of space, may breach copyright laws and can tie up the system, thus preventing people from accessing the Internet for study and research. Any inappropriate material will be deleted as it becomes known to staff.

Computer access

Do not leave a computer unattended for any length of time. Lock your machine when away from it to avoid inappropriate behaviour by other users. Always log off after completing your work.

Careless practice can prevent others gaining access to the computer.

• Stmartins3-16.org Email Accounts

You are responsible for all traffic sent from your email account. Your account password must not be revealed to anyone else. If you receive any inappropriate material to your account you must inform your teacher so action can be taken. You must not send any inappropriate material or your account privileges will be taken away.

Signed(Parent/Guardian

(Student)





ATTAINMENT AND PROGRESS

Formal assessment takes place 4 times a year; students will know and understand what their targets are and whether they are on, above or below target. Teachers and students work together to identify the steps required in order to make sustained progress towards meeting their targets.

A report is sent to parents every term.

Year 7 and 8

Target grades reflect the new GCSE grades and students will be either on, above or below target.

Each student is also given an attitude to learning grade, This corresponds to:

1 = Excellent

2 = Good

3= Requires Improvement

4 = Unsatisfactory

Year 9

Reports include the above plus an indication of their GCSE target grade $(1-9 \text{ or } A^*-G)$ and current working grade.

KS4 - year 10 and 11

If your child is studying a GCSE course then the attainment grades are from A^* - G. (English and maths will be graded 1-9) If your child is studying a BTEC course the grades will be Pass (C grade equivalent), Merit (B grade equivalent), Distinction (A grade equivalent) or Distinction + (A* grade equivalent).

Finally each member of staff gives a judgement of your child's expected final examination grade based on the work that they have produced to date.

Ofqual will be changing GCSE A*-G grades into 9-1 grades over the next few years and have issued this conversion chart:

Current GCSE Grade	New GCSE Grade	Current GCSE Grade	New GCSE Grade
A**	9	D/C	4
A*	8	D	3
А	7	E	2
В	6	F/G	1
Good C	5		

Progress Evening

You are invited to a Progress Evening once per academic year. On this occasion it will be possible to meet subject teachers not just your son/daughter's tutor. Students need to use the following appointment sheet and it is their responsibility to make appointments with their teachers. Students will be informed of the date for their year group. Please check to ensure that they are making their appointments.

The main focus of the evening should be the progress they have made in each subject during the year and to discuss targets for improvement for the remainder of the year and the beginning of the next academic year.

Time	Teacher	Time Teacher
4.30		5.50
4.35		5.55
4.40		6.00
4.45		6.05
4.50		6.10
4.55		6.15
5.00		6.20
5.05		6.25
5.10		6.30
5.15		6.35
5.20		6.40
5.25		6.45
5.30		6.50
5.35		6.55
5.40		7.00
5.45		

Date: ___

Marking Framework My target level for the end of this year is: Whether I am above target, on target or below target is based on <i>my</i> target level. Whether I am above target, on target or below target is based on <i>my</i> target level. Teachers will mark your work with either: To narriget, If this standard of work continues you will not meet your target level. The Below target, If this standard of work continues you will not meet your target level. The Below target. If this standard of work will be tracked and reported to your parents: The Effort 2 Good Effort 3 Satisfactory Vour Effort in lessons and how hard you up to complete spour working level/grade. Pay attention to these and ensure what you need to do in improve your current working level/grade. Pay attention to these and ensure complete any additional tasks set. Next steps Complete any additional tasks set. Sepleing Punctuation or grammar will be highlighted using the following codes: Spelling Punctuation Apour
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Notes



Organising Homework

At St Martins School

- Homework is set on a regular basis
- · Attainable and suitable levels of homework are set
- · Homework is set to relate to and enhance tasks done in class
- Staff provide support for students at homework club.
- Staff mark homework and give feedback and encouragement
- Resources are available in the Hub throughout the day.



Revision Timetable

This revision timetable covers 15 weeks which should be sufficient for most students' revision programme; much depends on when your examinations start and finish, and the number of subjects being taken. Decide when your revision programme is to start then number the weeks and put in the dates. Use coloured pens to highlight examination dates and deadlines for projects.

Once you have started the timetable, stick to it!

If you need more weeks for your programme, photocopy the page and tape it in place. If it helps, use a key:

	E - exams;	R - revision;	H - h	olidays; CW - cours		ework;	L - leisure
Week	Day / Date	Morning		After	moon	E٧	vening
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Connectives

Adding

and also as well as moreover too in addition

Emphasising

above all in particular especially significantly indeed notably

Cause and effect

because so therefore thus consequently as a result

Illustrating

for example such as for instance as revealed by in the case of it is evident that

Sequencing

next then first, second, third... finally meanwhile after

Comparing equally in the same way similarly likewise as with

Qualifying

apart from

by that fact

yet

like

however although unless except if as long as

Contrasting

whereas instead of alternatively otherwise unlike on the other hand

Homophones – Words That Sound The Same



150 Commonly Misspelt Words

a lot absence acceptable accommodate accuracv acquaint acquire adapt adequately adolescent advertise affect aggravate all right amateur among analyse annually apparent appearance argument athletic attendance auxiliarv awkward batterv beginning beneficiary bureaucracv calendar carefully catalogue cemetery chief commitment committee controlled criticised

definitely description develop difference disappear disappoint disapprove discussion dividend division effect embarrassed exaggerate excellent expense facsimile fascinate February finally financially forty fulfil government governor quarantee humorous illogical imaginary immediatelv inconvenience independent indispensable inoculate interest interruption invariably irresistible jewellery

judgement knowledgeable laboratory latter leisurely liaise licence lonelv maintenance manoeuvre maybe meant mortgage necessary nickel ninety noticeable nuclear nuisance occasion occurrence occurring oppressed parallel particle pastime possibly practically precede precedent preference privilege probably proceed pronunciation propaganda proposal questionnaire

receive recommend responsibility responsible restaurant rhythm satellite secretary seize separate signature sincerely skiina souvenir strictly stubbornness succeed success summarised superintendent surprise swimming tendency therefore thorough through transferred trulv unanimous until used to usually vacuum vertical vitamin weird

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Useful Expressions and Questions – Spanish

¿Qué significa? ¿Cómo se escribe? No sé ¿Perdón? Por favor Gracias Lo siento ¿Puede repetir? Buenos días Buenas tardes Buenas noches

Adiós Hasta luego ¿Qué tal? Bien, gracias

¿Cuándo? ¿Por qué? ¿Qué? ¿Quién? ¿Cómo? ¿Cuán largo? ¿Cuánto? ¿Dónde?

Me encanta el español. Me gusta el español. El español es fantástico. El español es mi asignatura preferida. What does that mean? How do you write/spell it? I don't know Pardon/Sorry? Please Thank you I'm sorry Will you repeat that?

Good morning Good afternoon Good evening Goodbye See you later How are you? All right/Fine thank you

When? Why? What? Who? How? How long? How much? Where?

I think Spanish is great! I like Spanish. Spanish is fantastic. Spanish is my favourite subject.

Useful Expressions and Questions – French

Qu'est-ce que ça veut dire? Comment ça s'écrit? Je ne sais pas Pardon? S'il vous plaît Merci Desolé Pouvez vous m'aider? Pourriez vous répéter cela?

Salut Bonjour Ça va? Ça va Au revoir

Quand? Pourquoi? Quoi? Qui? Comment? Combien de temps? Combien? Où?

Je pense que le français est super! J'aime le français. Le français est fantastique.

Le français est mon sujet favori.

What does that mean? How do you write/spell it? I don't know Pardon/Sorry? Please Thank you I'm sorry Can you help me? Will you repeat that?

Hello

Hello; Good morning/afternoon How are you? All right Goodbye

When? Why? What? Who? How? How long? How much/How many? Where?

I think French is great! I like French. French is fantastic. French is my favourite subject.





Design and Technology

Words which are used throughout the designing process:

Recognition of problem: The need for an item to be made or improved.

Design brief: Is simply a clear statement which sets out the task.

Research: Is concerned with finding out what you need to know to help you design and make your project. Finding information.

Analysis: Looking at the research gathered and stating what must be considered to make a specification.

Specification: Is a detailed list of requirements that your completed design should meet to be successful.

Generation of ideas: This is sketching first design thoughts without the need to concentrate on too much detail but should refer to your design brief, research and specification.

Development: This is where you improve your first designs by including the best elements and should meet the requirements of your design specification.

Planning: Thinking ahead what you intend to achieve within a set time.

Evaluation: Is a report of thoughts, reflections and judgements you have made during both the designing and making stage of your project. Consider how you could improve the final outcome and what you have learnt from the experience.

Annotated sketches: These are design drawings that include explanatory notes to help the designer to communicate more effectively.

Anthropometric data: This provides detailed information related to the dimensions of the human body.

CAD (computer-aided design): The production of detailed drawings prior to the making.

CAM (computer-aided manufacture): Information can be downloaded to a variety of machines such as a milling machine, lathe, plotter, sewing machine and embroiderer, allowing items designed on a CAD system to be made with accuracy.

Ergonomics: A study of the way people interact with designed products.

Flow chart: A method of listing your procedures for completing a specific task.

Form: An object which is three-dimensional as opposed to a shape which is two-dimensional.

Modelling: This is the way in which we try to resolve our ideas as they emerge. Drawing is a form of two-dimensional modelling. Three-dimensional models can be made in card or foam.

2016/2017

this page cannot be edited



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