

# Welcome to our Meet the Tutor Evening

**We're happy to see you!**

**Please come in and take a seat.**

# MR WILLIAMS

Headteacher

# Purpose of this evening

- ☐ Opportunity for a short 1:1 with your child's Tutor
- ☐ Opportunity to meet other key staff e.g., Pastoral, SEND, Safeguarding & Parent Forum
- ☐ Look at the year ahead
- ☐ Understanding home-school communication methods
- ☐ Behaviour Framework
- ☐ Parent Reports
- ☐ Rewards
- ☐ Chance to ask any questions

# MISS JOHNSON

Deputy Headteacher of Inclusion

**ATTENDANCE MATTERS**

**Attendance Groups**

Attendance Group	Percentage Range
Dark Green Group	100%
Green Group	99.9%-97%
Yellow Group	96.9%-95%
Amber Group	94.9%-92.9%
Pink Group	92.9%-89.9%
Purple Group	89.9%-50.1%
Red Group	50% or less

**Aim High 100%**

**1 day a fortnight = 1 ½ years lost over a school life**

Attendance Group	Days Missed	Lessons Missed
Dark Green	0 days missed	0 lessons missed
Green	1 day missed	5 lessons missed
Yellow	2 days missed	10 lessons missed
Amber	1 week missed	25 lessons missed
Pink	2 weeks missed	35 lessons missed
Purple	3 weeks missed	50 lessons missed
Red	4 weeks missed	65 lessons missed
Red	5 weeks missed	75 lessons missed
Red	6 weeks missed	90 lessons missed
Red	7 weeks missed	100 lessons missed
Red	8 weeks missed	125 lessons missed
Red	9 weeks missed	150 lessons missed
Red	10 weeks missed	175 lessons missed
Red	11 weeks missed	200 lessons missed
Red	12 weeks missed	225 lessons missed
Red	13 weeks missed	250 lessons missed
Red	14 weeks missed	275 lessons missed
Red	15 weeks missed	300 lessons missed
Red	16 weeks missed	325 lessons missed
Red	17 weeks missed	350 lessons missed
Red	18 weeks missed	375 lessons missed
Red	19 weeks missed	400 lessons missed
Red	20 weeks missed	425 lessons missed
Red	21 weeks missed	450 lessons missed
Red	22 weeks missed	475 lessons missed
Red	23 weeks missed	500 lessons missed

# DfE Attendance guidance – U code

- 'U' code
- Attended school **after** the session register has closed
- **For example:**
  - Our school register opens at 8:40am for the morning session
  - As per DfE guidance it must close at 9:10am
  - Any student arriving after this time will be given a 'U' on the register for the morning session
  - This means it goes down as an absence and will affect their overall attendance %

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Thurs 16th Oct <b>RESTART THE HEART DAY</b>	9th & 10th Oct <b>KELHAM ISLAND TRIP</b>	W/C 13th Oct <b>DC1 Y9 PARENT REPORT</b>	W/C 5th Jan <b>DC1 Y10 PARENT REPORT</b>	Mon 6th Oct <b>MOCK [1] EXAMS START</b>
W/C 15th Dec <b>DC1 Y7 PARENT REPORT</b>	4th – 6th Nov <b>YOUTH HOSTEL TRIP</b>	W/C 19th Jan <b>DC2 Y9 PARENT REPORT</b>	Thurs 12th March <b>PREPARING FOR SUCCESS EVENING</b>	Wed 26th Nov <b>MOCK RESULTS DAY</b>
MON 9th Mar <b>LONDON TRIP</b>	W/C 15th Dec <b>DC1 Y8 PARENT REPORT</b>	Thurs 22nd Jan <b>Y9 OPTIONS DAY + EVENING</b>	W/C 20th Apr <b>DC2 Y10 PARENT REPORT</b>	W/C 24th Nov <b>DC1 Y11 PARENT REPORT</b>
W/C 23rd Mar <b>DC2 Y7 PARENT REPORT</b>	W/C 23rd Mar <b>DC2 Y8 PARENT REPORT</b>	Thurs 5th Feb <b>Y9 PARENTS EVENING</b>	Thurs 4th June <b>Y10 PARENTS EVENING</b>	Thurs 27th Nov <b>Y11 PARENTS EVENING</b>
Thurs 26th Mar <b>Y7 PARENTS EVENING</b>	Thurs 30th Apr <b>Y8 PARENTS EVENING</b>	Wed 11th Mar <b>WOMEN IN BLACK THEATRE TRIP</b>	Mon 8th June <b>MOCK EXAMS START</b>	Thurs 8th Jan <b>PREPARING FOR SUCCESS EVENING</b>
W/C 22nd June <b>DC3 Y7 PARENT REPORT</b>	W/C 22nd June <b>DC3 Y8 PARENT REPORT</b>	W/C 18th May <b>DC3 Y9 PARENT REPORT</b>	Mon 29th June <b>Y10 WORK EXPERIENCE WEEK</b>	Mon 26th Jan <b>MOCK [2] EXAMS START</b>
			W/C 13th July <b>DC3 Y10 PARENT REPORT</b>	W/C 9th Mar <b>DC2 Y11 PARENT REPORT</b>
<div> <b>DON'T FORGET! FRIDAY 26TH SEPTEMBER INSET DAY</b> </div>				w/c 4th May <b>GCSE EXAMS BEGIN!</b>

# PARENTAL COMMUNICATION (SIMS Parent)

An interactive way for you to receive updates about your child's progress and behaviour at Stocksbridge High School.

Parents can access real-time data:

- **Achievement Points**
- **Behaviour Points**
- **Student parent reports**

- I) You will receive an **activation e-mail** inviting you to create a SIMS ID and register for an account on SIMS Parent.

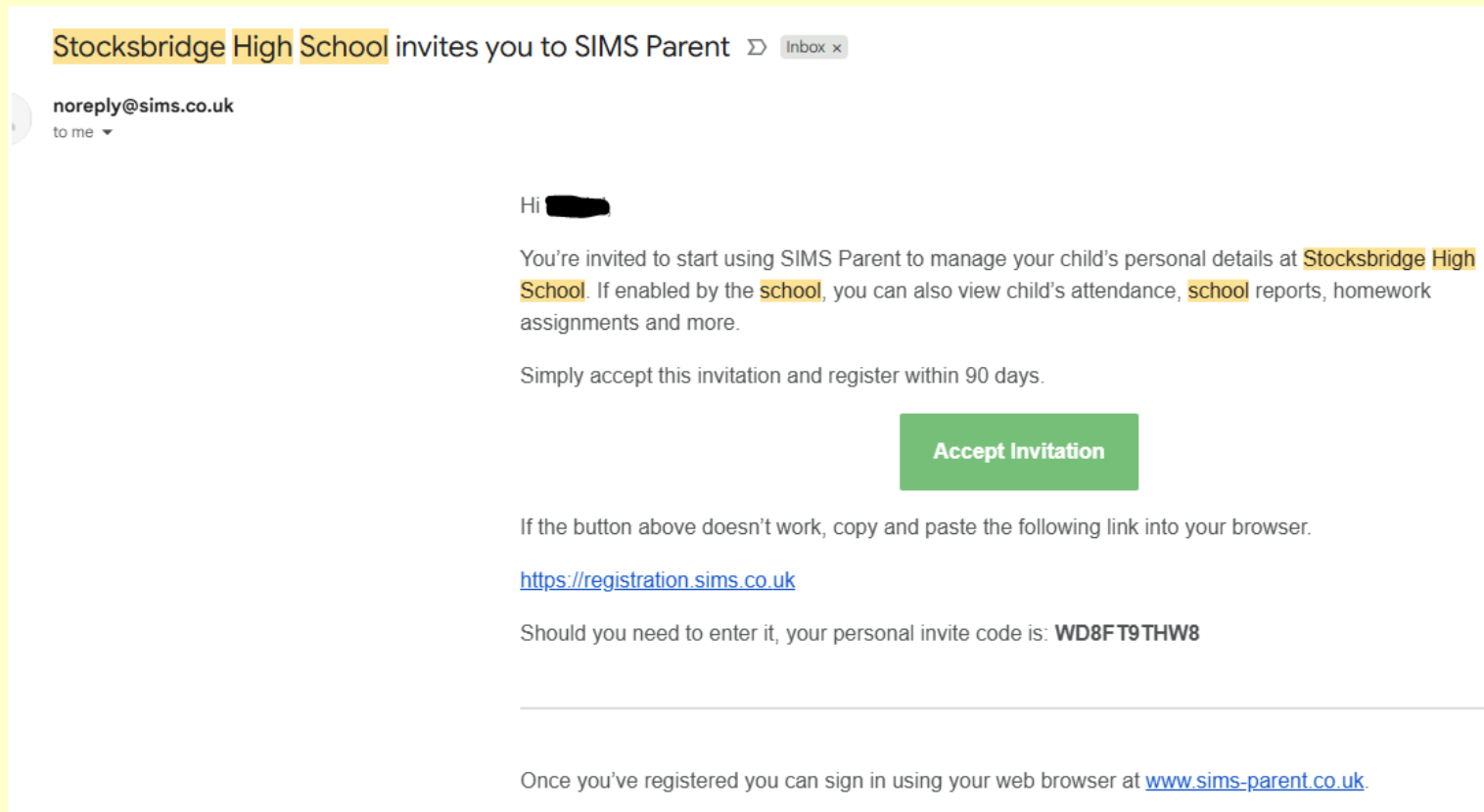
This e-mail will have been sent to priority one and / or priority two parents / carers based on the data that was submitted to the school as part of the Applicaa admissions system

This e-mail will come from SIMS using the e-mail address '[noreply@sims.co.uk](mailto:noreply@sims.co.uk)' (it may go into your junk folder)





# PARENTAL COMMUNICATION

The e-mail will look similar to the below format



# PARENTAL COMMUNICATION

## SIMS Parent Guide Sheet



1 - You will receive an **activation e-mail** inviting you to create a SIMS ID and register for an account. This e-mail will come from SIMS using the e-mail address '[noreply@sims.co.uk](mailto:noreply@sims.co.uk)' (it may go in to your junk folder). Click on the 'accept invitation' link.

2 - Enter your **username / e-mail address** (this **MUST** be the same e-mail address that is stored on our database)  
Enter your **activation code** (if it isn't already pre-filled in)  
*Click next*

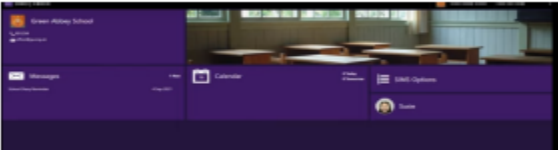
3 - Provide the requested secret information (**this is usually a date of birth of a student that you have in school in the format of dd/mm/yyyy**)

Create a password (the page will tell you how many characters are needed and the required password convention)

4 - After the account has been created you will then receive a **verification e-mail**. Check your email (including junk/spam folders) for this verification email. Click on the link in the e-mail to verify your account.


5 - Login to SIMS Parent using your registered email and new password by going to the website <https://www.sims-parent.co.uk/> and then click on the left SIMS / SIMS ID icon.

6 - Once signed in, the SIMS Parent content will look similar to the below



*If you have more than one child at school you will have access to information for all your children from the same app. You will use the same login (e-mail address and password) to access this information.*

Proud to be part of



**Minerva**  
Learning Trust

For further assistance please email:  
[simssupport@stocksbridge-mlt.co.uk](mailto:simssupport@stocksbridge-mlt.co.uk)

**Believe, Achieve, Succeed**

# BEHAVIOUR FRAMEWORK

	Outcome
Verbal/Non-verbal cues	Reminder to students
B1	"Warn"
B2	"Move"
B3	"Remove" (buddy room that period) + 20 min detention the next day
B4	Reset Room until 4pm the next day
B5 Internal Truancy	50 min detention the next day 2x B5 in one day - Reset Room until 4pm the next day
*B6	2-5 days of Reset / Step Out
*B7	Suspension

# MR SCHULLER

Head of Science & School-wide Online Safety

# ONLINE SAFETY

- The 4 C's:
  - Content
  - Contact
  - Conduct
  - Commerce
- Filtering and monitoring systems
- Advice & support:
  - Parental controls
  - Student support

[onlinesafety@stocksbridge.mlt.co.uk](mailto:onlinesafety@stocksbridge.mlt.co.uk)

# Safeguarding Team



**Mrs Saccomando**



**Mrs Proctor**



**Mrs Theobald**

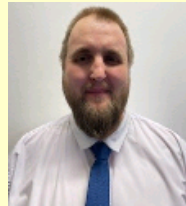


**Mrs Jones**

# Safeguarding Team DSLD

**Mr McGuinness**

Y7



**Mr Powlesland**

Y9



**Mrs Briggs**

Y10

**Mr McLaughlin**

Y8



**Mrs Luttrell**

Y11

**Be Positive  
Be Kind**

**PROUD**

**Be Confident  
Be Reflective**

# MRS JACKSON

Director of Belonging,  
SL of Health & Social Care, Careers Lead



# Stocksbridge Enrichment Clubs

<b>RE club</b>	Wednesday 3.10 - 4pm	KS3
<b>Drama Club</b>	Wednesday 3.10 - 4 pm	All years
<b>Music Club</b>	Thursday 3.10 - 4 pm	Y8 - Y11

# AFTER SCHOOL EXTRA CURRICULAR CLUBS

DAY	ACTIVITY
MONDAY	<ul style="list-style-type: none"> <li>Y7/8/9 Football Club (Open to all) – SWFC Coach – Starts 15<sup>th</sup> Sep</li> <li>'This Girl Can' Club – All Years – Starts 22nd Sep - Miss Simpson</li> </ul>
TUESDAY	<ul style="list-style-type: none"> <li>Y10 Sports Leaders – Links Starts 16<sup>th</sup> Sep</li> </ul>
WEDNESDAY	<ul style="list-style-type: none"> <li>Netball Club – All Years – Miss Simpson Starts 24th Sep</li> <li>Y10/11 – Gym Sessions - Fitness Suite – Mr Fawcett – Starts 17<sup>th</sup> Sep Sign up sheet on Mr Banton's office door - Please put your name down so we can see the number of people interested.</li> <li>'Girls Only' Football Club – All Years – Mr Banton Starts Nov</li> </ul>
THURSDAY	<ul style="list-style-type: none"> <li>Trampolining Club – All Years – Miss Simpson – Starts Nov</li> </ul>
FRIDAY	<ul style="list-style-type: none"> <li>Tennis / Table Tennis Club – All Years – Mr Griffin Starts - TBC</li> </ul>
SATURDAY	<ul style="list-style-type: none"> <li>Cross-Country Competitions – Please see Miss Simpson for more details. 1<sup>st</sup> Race – 27<sup>th</sup> Sep</li> </ul>

Boys Football fixtures will also be ongoing through Sep-Dec for Y8/10/11 – (Y7/Y9 will start after Xmas).

Girls Football Tournaments – Winter dates TBC

Please see Mr Banton if you aren't already involved and would like to be!

# LUNCHTIME SPORTS HALL CLUBS



WEEK 1	YEAR GROUP	ACTIVITIES
TUESDAY	Y8	Football / Basketball / Cricket

WEEK 2 -	YEAR GROUP	ACTIVITIES
THURSDAY	Y8	Football / Basketball / Cricket

Year group will change each half term. Any questions, please see Mr Banton.

## RULES

- TRAINERS MUST BE WORN – NO SHOES
- NO FOOD/DRINK IN THE SPORTS HALL
- NO SPECTATORS

# STOCKSBRIDGE 'THIS GIRL CAN' CLUB



STOCKSBRIDGE  
HIGH SCHOOL

**THIS  
GIRL  
CAN**

**WHEN –  
MONDAY AFTER  
SCHOOL  
3.10-4.00PM**

**WHERE–  
MEET IN THE SPORTS HALL**

**A GIRLS ONLY CLUB – A  
RANGE OF DIFFERENT SPORTS  
ACTIVITIES – *SPEAK TO MISS  
SIMPSON FOR MORE DETAILS***

**TEACHER –  
MISS SIMPSON**

# Y7/Y8/Y9 FOOTBALL CLUB



**FOOTBALL CLUB IS AVAILABLE TO ALL Y7/8/9 STUDENTS – WHETHER YOU'D LIKE TO TRY OUT FOR THE SCHOOL TEAMS OR JUST COME AND PLAY FOR FUN!**

- **BRING FOOTBALL BOOTS/SHIN PADS IF YOU HAVE THEM**

**FOR MORE INFO SPEAK TO MR BANTON**

**WHEN –  
MONDAY  
AFTER SCHOOL  
3:10-4:10<sub>PM</sub>**

**WHERE– SCHOOL FIELD  
- MEET IN THE SPORTS HALL**

**TEACHER –  
MR BANTON /  
SWFC Coach**

# NETBALL CLUB – ALL YEARS



STOCKSBRIDGE  
HIGH SCHOOL



**WHEN –  
WEDNESDAY  
AFTER SCHOOL  
3:10-4:00PM**

**WHERE– SPORTS HALL /  
ALL WEATHER PITCH**

**NETBALL CLUB IS AVAILABLE TO ALL STUDENTS –  
WHETHER YOU HAVE PLAYED BEFORE OR  
WHETHER YOU ARE A BEGINNER!**

- **JUST BRING YOUR PE KIT!**

**FOR MORE INFO SPEAK TO MISS SIMPSON**

**TEACHER –  
MISS SIMPSON**

# Y10/11 GYM WORKOUTS



STOCKSBRIDGE  
HIGH SCHOOL



**WHEN –  
WEDNESDAY  
AFTER SCHOOL  
3:10-4:00PM**

**WHERE– FITNESS SUITE**

**SUPERVISED FITNESS WORKOUTS ARE  
AVAILABLE TO ALL Y10/11 STUDENTS –  
WHETHER YOU HAVE BEEN TO A GYM BEFORE  
OR WHETHER YOU ARE A BEGINNER!**

- **JUST BRING YOUR PE KIT!**

***FOR MORE INFO SPEAK TO MR BANTON / MR FAWCETT***

**TEACHER –  
MR FAWCETT**



# GIRLS FOOTBALL CLUB



STOCKSBRIDGE  
HIGH SCHOOL



Starting after Oct Half Term

**WHEN –  
WEDNESDAY  
AFTER SCHOOL  
3:00-4:10PM**

**WHERE– SCHOOL FIELD  
- MEET IN THE SPORTS HALL**

**TEACHER –  
MR BANTON**

FOOTBALL CLUB IS AVAILABLE TO ALL GIRLS –  
WHETHER YOU'D LIKE TO TRY OUT FOR THE SCHOOL  
TEAMS OR JUST COME AND PLAY FOR FUN!

- BRING FOOTBALL BOOTS/SHIN PADS IF YOU HAVE THEM

FOR MORE INFO SPEAK TO MR BANTON



# TRAMPOLINING CLUB – ALL YEARS



Start Date - November



THURSDAY  
AFTER SCHOOL  
3:10-4:00PM

WHERE – GYM

TRAMPOLINING CLUB IS AVAILABLE TO ALL STUDENTS – WHETHER YOU HAVE TRAMPOLINED BEFORE OR WHETHER YOU ARE A BEGINNER!

- JUST BRING YOUR PE KIT!

FOR MORE INFO SPEAK TO MISS SIMPSON

TEACHER –  
MISS SIMPSON

# TABLE / TENNIS CLUB – ALL YEARS



STICKSBRIDGE  
HIGH SCHOOL



Start Date - TBC

FRIDAY  
AFTER SCHOOL  
3:10-4:10PM

WHERE– TENNIS  
COURTS / DANCE  
STUDIO

TEACHER –  
MR GRIFFIN

TENNIS CLUB IN GOOD WEATHER - TABLE TENNIS THROUGH THE WINTER MONTHS! AVAILABLE TO ALL STUDENTS – WHETHER YOU HAVE PLAYED BEFORE OR WHETHER YOU ARE A BEGINNER!

- JUST BRING YOUR PE KIT!

*FOR MORE INFO SPEAK TO MR GRIFFIN*

[illegible]

- Praise, praise, praise
- Meet and greet positively
- Encouraging, please and thank you, hello, how are you? Have you had a good day?
- Smiling and having a positive disposition around school

## Wave 2

- Awarding of achievement points
- Awarding one Star of the Lesson, every lesson
- Positive recognition during the lesson of positive values - 'what a great answer', 'an excellent diagram', 'you've really tried hard with that piece of writing', 'great improvement today', 'your feedback shows great understanding', 'thank you for tidying that table'
- Instant messages via the Parent App (A1 - A4) and Values Achievements (V1 - V4)
- Email messages about Star of the Lesson and special recognition awards

## Wave 3

- 2 positive recognition phone calls home per week from form tutors
- Half-Termly recognition & rewards assemblies - linked to school values and achievements
- Half-termly subject commendations
- Following departmental policy of recognition and rewards e.g. postcards
- Student of the week displays

## Wave 4

- SLT/Visitor Golden Ticket Awards
- Breakfast with the headteacher
- End of term recognition & rewards events
- Summer Term recognition & rewards trips
- Student commendation awards
- Celebration & Awards Evening in the Summer Term

# FORM TIME FOCUS

Week	Form	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	7LWO 7CBA 7DWO 7CSI 7PBE 7JMI	Assembly	Review of Week	Personal Development	Literacy	DDF (Drop-Down Form)
			Reading		Reading	
Year 8	8CBR 8MGR 8PBA 8LLO 8LAR 8JSH	Review of Week	Assembly	DDF (Drop-Down Form)	Personal Development	Literacy
		Reading				Reading
Year 9	9KMO 9KMI 9KHY 9NCA 9LSH 9RHE	Review of Week	Personal Development	Literacy	DDF (Drop-Down Form)	Assembly
		Reading		Reading		
Year 10	10KLI 10LBU 10MFA 10MWA 10HJO 10CSM	Review of Week	Personal Development	Assembly	Personal Development	Literacy
		Reading				Reading
Year 11	11KFR 11POH 11RDR 11DHA 11DSK 11AHA	Review of Week	Personal Development	Personal Development (Wider World & Careers)	Assembly	Personal Development
		Reading				

# KS3 Personal Development in form time

Term	Week	HT	Year 7		Year 8		Year 9	
Term 1	1	HT1	RSE	Building Resilience	Finance & Decision Making	Making Personal Finance decisions	Business & Finance	Understanding Credit Scores
	2			Kindness and Empathy		Commercialisation & Money		Decisions & Accountability
	3			Anti-bullying Focus		Entrepreneurialism & Self-employment		Being Ambitious
	4			Safe, Healthy Positive Relationships		Using your initiative		What is the Economy
	5			Consent Introduction - Personal Space and Contact		How Do I make Important Decisions		Young Entrepreneurs Around the World
	6			The Importance of Respect and Respectful Relationships		Food Banks & Baby Banks		Setting Up A Business
	7			Domestic Conflict and Running Away from Home		Design a Workplace Challenge		Business & Profits
	8			Loneliness		Design a Workplace Challenge		Workplace Skills, AI and the Future Labour Market
	9	HT2	Enterprise & Budgeting	Managing Pocket Money	Options & LMI	Volunteering & Social Action	Essential Life Skills	From Failure Comes Success
	10			Financial Education		What is LMI		Responsible Finances and Avoiding Debt
	11			Rags to Riches		Explore Possibilities		The Importance of Volunteering
	12			Employability & Enterprise Skills		Making Decisions		Saving & Managing Your Money
	13			Finance, Budgeting & Employment		Options Subjects		First Aid
	14			What is Equity		Qualifications & Pathways		Assertiveness
	15			Enterprise Challenge		Qualities & Skills		Social Media & Online Stress



# KS4 Personal Development in form time

Term	Week	HT	Year 10 PD		Year 10 WW		Year 11 PD		Year 11 WW	
Term 1	1	HT1	Health & Wellbeing	Social Media and Resilience	Personal Guidance & Planning	Grow Throughout Life	Health & Wellbeing	Independent Travel	College Applications	Sheffield Progress - Applications Personal Statement
	2			Social Media and Lonliness		Working Hours 15-18		Cost of Living		
	3			Deepfakes & Malicious AI		Personal Brand Building		Healthy Behaviours & Pregnancy		
	4			Body Image positivity too far		Applying for Jobs		Unhealthy weight gain & Risks		
	5			Managing social anxiety		National Employment Trends		Online Privacy and Data Protection		
	6			Tattoos, Piercings and our appearance		Long Term Career Planning		Chatbots and AI Complacency		
	7			Cyber Crime & Dark Web dangers		Netiquette		MOCKS		MOCKS
	8			Independent Living		Unifrog		MOCKS		MOCKS
	9	HT2	Living in the Wider World	How harmful is binge drinking	Unifrog	Exploring Employer Profiles	Health & Wellbeing	Revision Skills and Management		Sheffield Progress - Applications Personal Statement
	10			Social Media Validation		What type of Career is Best for me?		Revision Skills and Management		
	11			Hate Crime		Preparing for WEXP		Personal Safety and Risk on the Streets		
	12			Hate Crime		Wellbeing in the Workplace		Parenting Costs and Considerations		
	13			Equality & Equity		In-person, hybrid or remote?	RSE	Ending Relationships		
	14			Equality & Equity		Unifrog		Online Dating Risks		
	15			LGBT Rights		Unifrog		Sex and the Media		



# Y10 WORK EXPERIENCE

Date	Event
Wed 1 October 2025	Launch WEXP Assembly including using Unifrog Letters to parents/carers sent out
Wed 8 Oct 6pm - 7pm	Parent/carers information event
HT2 - HT4	Student form time preparation sessions
16 March 2026	<b>Futures Day</b> – including mock employer interviews
January - July 2026	Finding of placements Placement information inputted into Unifrog
January - July 2026	Checking and administrative management of placements. Reminders sent out for H&S information
Friday 5 June 2026	Deadline of placement information
29 June – 3 July 2026	Work Experience Week

# MRS STORR

Deputy Headteacher of Quality of Education



# KS3 Attitude to Learning

Building - Level 4	I <b>always</b> do these things
Building – Level 3	I <b>often</b> do these things
Building – Level 2	I <b>sometimes</b> do these things
Building – Level 1	I <b>am learning to</b> do these things

## Attitude to Learning – Year 7 and 8

At Stocksbridge High School we believe having a great attitude to learning is a key tool in making great progress.

We will help you become better learners by making it clear what we expect to see you doing in lessons in 5 key areas – Behaviour, Engagement, Responsibility, Feedback and Independence.

We will tell you what areas you are doing well in, and what areas you need to develop, on your student report.

ATL	Behaviour for Learning	Engagement in Learning	Responsibility for Learning	Feedback for Learning	Independent Learning
<b>What do great learners do?</b>	<p>Try first before asking for help and don't give up</p> <p><b>Manage their emotions well, using strategies to avoid frustration and distractions</b></p> <p>Are role models to others by following the 5 non-negotiables of the behaviour system</p> <p><b>Follow the 'noise level' expectations without the need for reminders</b></p>	<p>Develop ideas and explanations in writing and discussion using subject vocabulary</p> <p><b>Ask questions and offer opinions</b></p> <p>Actively listen</p> <p><b>Participate positively in discussion and stay on task during whole class, group and independent work</b></p> <p>Willingly answer questions and show their understanding through whiteboard and book work</p>	<p>Keep their exercise books tidy and ensure they bring them to every lesson</p> <p><b>Arrive to lessons on time and line up sensibly before the teacher arrives</b></p> <p>Have their planner, knowledge organiser and equipment ready every lesson</p> <p><b>Meet PROUD standards in lessons and in their books</b></p> <p>Use resources available - peers, notes, Knowledge Organiser, scaffolding - before giving up</p>	<p>Take an active part in self and peer assessment</p> <p><b>Reflect on their own strengths and areas of development</b></p> <p>Ask for help if they are unsure – being specific about 'what' is not understood</p> <p><b>Respond to feedback in green pen when told too without having to be prompted</b></p> <p>Use their red, amber and green planner pages to show their understanding and confidence to the teacher</p>	<p>Make time to recall and talk about their learning with others</p> <p><b>Reflect between lessons about their learning so they focus on things they are less sure of</b></p> <p>Complete all homework on time and to a high standard</p> <p><b>Ask for catch up work if a lesson is missed</b></p> <p>Make sure they revise for assessments using their books and knowledge organisers</p>

# KS4 Attitude to Learning

Developing - Level 5	I <b>always</b> do these things and am <b>ready for post 16 learning</b>
Developing - Level 4	I <b>always</b> do these things
Developing - Level 3	I <b>often</b> do these things
Developing - Level 2	I <b>sometimes</b> do these things
Developing - Level 1	I <b>am learning to</b> do these things

## Attitude to Learning – Year 9, 10 and 11

At Stocksbridge High School we believe having a great attitude to learning is a key tool in making great progress.

We will help you become better learners by making it clear what we expect to see you doing in lessons in 5 key areas – Behaviour, Engagement, Responsibility, Feedback and Independence.

We will tell you what areas you are doing well in, and what areas you need to develop, on your student report.

ATL	Behaviour for Learning	Engagement in Learning	Responsibility for Learning	Feedback for Learning	Independent Learning
What do great learners do?	Show interest in all aspects of lessons and don't waste any of the learning time available <b>Remain positive and determined even when work is challenging</b> Deal well with high pressure situations, employing strategies to achieve their best <b>Are consistent role models in lessons, challenging the negative attitudes of others</b>	Maintain concentration and engagement across a series of lessons <b>Start work quickly, ensuring that teacher guidance is valued and followed carefully</b> Value the contributions and ideas of others in class by actively listening <b>Consistently build on their own and others' ideas in pair, group and whole class discussion</b> Ask questions and make links between topics or to their own experiences	Are highly organised, storing exercise books, hand-outs and other resources carefully ready for review and revision <b>Complete all classwork to their highest standard</b> Take opportunities to extend and deepen knowledge by choosing more challenging tasks or adding depth and detail to their work <b>Choose and use appropriate learning strategies to successfully complete longer or more challenging tasks</b> Use revision guides and Knowledge Organisers in lessons to support personal learning	Value feedback, making corrections and additions to work even when not directed to by the teacher <b>Engage positively with verbal feedback and respond immediately</b> Review their own performance in formal assessments, identifying which areas are stronger and weaker and adapting revision plans <b>Seek support outside of lessons if needed</b>	Have effective time management skills, meeting homework deadlines and demands <b>Independently catch up on missed notes/lesson content</b> Use effective revision and learning strategies when preparing for assessments and exams, including creating and following a revision timetable <b>Seek opportunities to improve learning through involvement in activities outside of lessons</b>

# Y9 OPTIONS

**January 22nd** – Save the date parent/carers of Y9 children. This includes:

- **Y9 options day** – Students given information on the subjects which they will be allowed to potentially study in Y10
- **Y9 options parents evening** – Parents will be invited to an evening with staff to browse, ask questions

# Y11 Important Information

## Mock Exams

- **Mocks 1** – Start **Monday 6th October**. Letter sent **Friday 12th Sept** with timetables and exam overview
- **Mocks 2** – Start **Monday 26th January**

**Intervention** – Period 6, PE intervention, Drop Downs, 1:1 targeted

## Save the Date:

- **Thursday 8th January** – Preparing for Success Evening
- **Wednesday 26th November** -Y11 Mock Results Day
- **Thursday 27th November** -Y11 Parents Evening
- **Wednesday 15th October** -Y11 Post-16 Evening – Future Planning
- **Wednesday 14th January** –Y11 Strive for 5 Event

# **Homework – 20 mins per subject**

**Recall** – quiz, definitions

**Apply** – exam questions, longer writing tasks, series of problems/questions

**Develop** – skills, reading

**Create** – creative response, model, artwork, writing

## **Recorded in planners**

# KS3

5+ lessons per fortnight – Every week

3+ lessons per fortnight – Every other week

1-2 lessons per fortnight – once per half term

**Week 1** – Core +  
Geog, ICT, PE

**Week 2** – Core  
+History, MFL, DT

Drama/Music/RE/Life+ -  
Mapped out from week  
3 or 4 of the half term.

# KS4

Core – Every week

Options– At least every other week

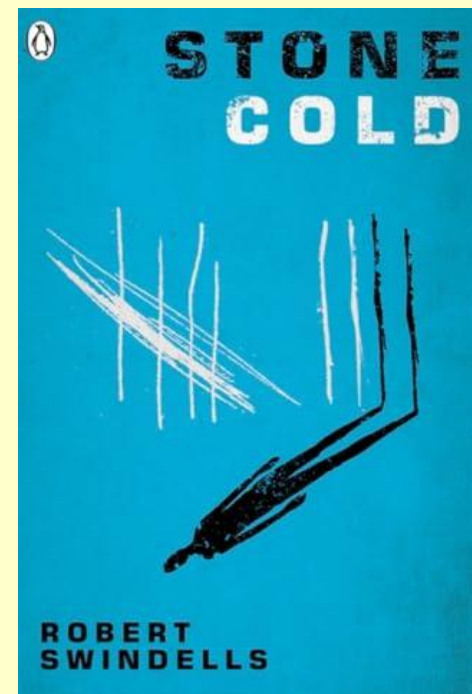
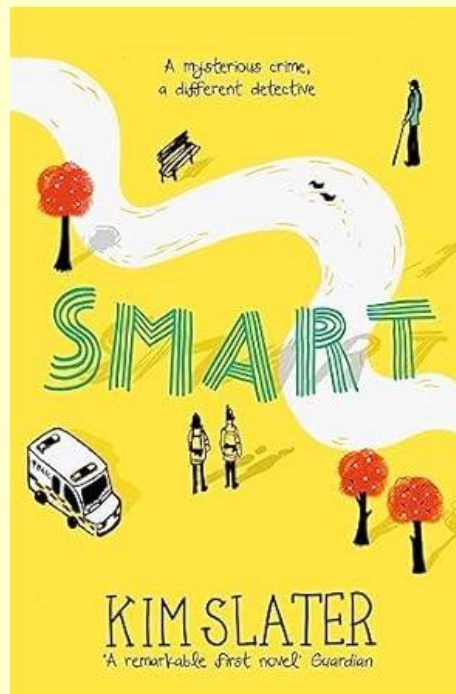
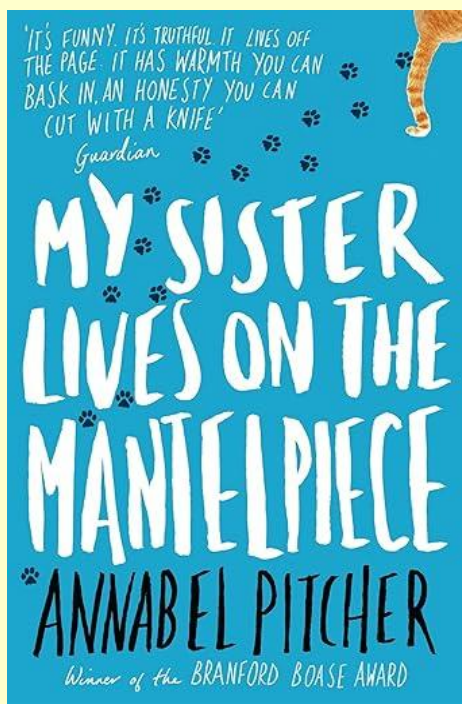
# Reading and Literacy at SHS

- A comprehensive strategy to foster a stronger culture of reading across the school, improve literacy and inspire a lifelong love of reading
- Reading is assessed every term and shared with staff. Diagnostic tests are used to provide targeted literacy intervention.

## The Whitwell Library

Structured form time reading and vocabulary programme across 2 sessions each week for all students Y7-11

DEAL (Drop Everything and Listen) approach







Working in partnership with



**STOCKSBRIDGE  
HIGH SCHOOL**

**Stocksbridge High School is working in partnership with CHIMP Management, a skills management programme specialising in the 'CHIMP model'**

**PARENT SESSION**

**Tuesday**

**11 November 2025**

**At 5.30pm**

The Chimp Model, which is a model of how the brain functions, developed by Professor Steve Peters. The Model helps people to understand the neuroscience behind how their mind works and more importantly, how they can manage it to get the best out of themselves from a wellbeing and high-performance basis from elite sport to emergency services and high-level business.

**Chimp Management are working with staff and selected students and are going to run a session for parents!**

**The session will take place on Tuesday 11 November at 5.30pm.**

**This is an opportunity to find out about the Chimp Model and to learn how and why we react as we do in different situations.**

**QR Code to  
information letter  
and reply slip:**



**To book a place, simply complete the reply slip in the provided letter and return to miss Johnson in school or via email**

**[cjohnson@stocksbridge-mlt.co.uk](mailto:cjohnson@stocksbridge-mlt.co.uk)**

**Be Positive  
Be Kind**

**PROUD**

**Be Confident  
Be Reflective**