



# Parent Handbook

## 2017-18

Head Teacher: Mr A Pettit  
Chair of Governors: Mr M Harnan

The Suthers School is a member of The Nova Education Trust  
C19, Sir Collin Campbell Building, University of Nottingham, NG7 2TU



## Welcome from the Head Teacher

Dear Parents

I am delighted to be able to welcome you and your child to The Suthers School.

There is something very special about The Suthers School and the journey on which we are about to embark; borne out of growing demand for truly outstanding secondary education in Newark, The Suthers School carries with it the tireless commitment of its founding parents, staff and students as well as the mantle of responsibility – a responsibility to deliver the very best education and a responsibility to honour the memory of a very worthy member of the Newark community, Martin Suthers.

I am therefore very proud to be leading The Suthers School and to be building a team of staff committed to securing the very best outcomes for young people, no matter what their starting point. I firmly believe that through a relentless focus on meeting the needs of the individual and in embedding the principles of 'work hard, be kind', The Suthers School will be a real asset to the young people of Newark.

We may be starting small but that does not mean our ambitions should not be great. Young people deserve an education that excites and enthuses, one which prepares them for a future as global citizens who are able to think for themselves. I am determined to ensure that The Suthers School is a place where character education is ranked alongside academic preparation and where students thrive in an environment which inspires ambition, compassion and a love of learning.

As I have said elsewhere, The Suthers School is more than just a group of teachers working with groups of students and their parents; we are a team. That means we look out for each other, pull together when times are hard and celebrate each other's successes.

Please read the pages that follow carefully and if you do have any questions, please do not hesitate to get in touch.

I look forward to working with you.

Best wishes,

**Mr Andrew Pettit**  
Head of School

## The First Day

The first day of term is almost here and we are all really excited to be able to welcome our first group of Year 7s to The Suthers School. The normal timetable will commence from Period 6 which will allow for a significant amount of time for students to meet the staff, settle in and find out how things work. There will also be an extended registration period on the second day of term to give plenty of opportunity for students to ask questions and get to know their new school. For a breakdown of how the first day will be organised, please see the information below.

Arrival and welcome	8.30 – 9.00
Welcome Assembly	9.00 – 9.30
Induction	9.30 – 12.00
Lessons	12.40 – 16.15

### Transport

For the students travelling by bus, please refer to the published route and timetable information. The service will commence on Monday 4 September, departing Averham Primary School Bus Stop at 7.15 and picking up at the designated stops en-route to arrive at the Toot Hill site by 8.40am. The return bus will depart the Toot Hill site at 16.25. Students will be greeted by a member of The Suthers School team and will be escorted to and from the bus drop-off and pick-up points. On Fridays, the bus will depart from the Toot Hill site at 15.00.

Bus Passes will be provided free of charge and will be issued to students at the start of term. Students will be able to travel on the first day without a pass.

### Break time and Lunchtime

At break time (10.15 – 10.30) and at lunchtime (12.00 – 12.40) students will have access to The Curve restaurant where they will be able to choose from a range of meal options. The average meal deal will cost £2.90 and students will be required to eat in the Dining Hall. We do not currently operate a cashless system so you will need to give your child enough money each day to purchase any food and drink. Students are welcome to bring a packed lunch to eat in the Dining Hall if preferred.

### Equipment

Your child will be issued with their timetable as part of their induction activities on the first day and so will only need to bring with them the equipment listed on page 11 of the Parent Handbook. They **will not** require PE Kit on the first day but will need swimming kit (including a towel) on Tuesday 5 September for their first swimming session at Bingham Leisure Centre.

## The School Day

Period	Monday – Thursday		Friday	
	Start	Finish	Start	Finish
Registration	08.45	09.00	08.45	09.00
1	09.00	09.30	09.00	09.30
2	09.30	10.15	09.30	10.15
BREAK	10.15	10.30	10.15	10.30
3	10.30	11.15	10.30	11.15
4	11.15	12.00	11.15	12.00
LUNCH	12.00	12.40	12.00	12.40
6	12.40	13.25	12.40	13.25
7	13.25	14.10	13.25	14.10
8	14.10	14.50	14.10	14.50
9	14.50	15.30		
Study/Enrichment	15.30	16.15		

Please note: students must remain on the school premises at all times unless otherwise directed.

### Term 1 Extended Curriculum Plan

	1 04/09	2 11/09	3 18/09	4 25/09	5 02/10	6 09/10	7 16/10
Mon*	STUDY	STUDY	STUDY	STUDY	STUDY	STUDY	STUDY
Tue	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
Wed	SMFTS	SMFTS	SMFTS	SMFTS	SMFTS	SMFTS	SMFTS
Thu**	STUDY	STUDY	STUDY	STUDY	STUDY	STUDY	STUDY
Fri							

\*introduction to SALT (Study and Learning Tools)

\*\*The Suthers Reading Challenge

### Term 1 Assembly and PSHEC Plan (Fridays)

Date	Activity
08/09/17	Assembly
15/09/17	PSHE1
22/09/17	Assembly
29/09/17	PSHE2
06/10/17	Assembly
13/10/17	PSHE3
20/10/17	Assembly

# Academy Term Dates



## Academic Year 2017–2018

Please note that Nova Education Trust schools' holiday dates may differ from Nottinghamshire County Council schools' holiday dates.

AUGUST 2017					
M		7	14	21	28
Tu	1	8	15	22	29
W	2	9	16	23	30
Th	3	10	17	24	31
F	4	11	18	25	
Sa	5	12	19	26	
Su	6	13	20	27	

SEPTEMBER 2017					
M		4	11	18	25
Tu		5	12	19	26
W		6	13	20	27
Th		7	14	21	28
F	1	8	15	22	29
Sa	2	9	16	23	30
Su	3	10	17	24	

OCTOBER 2017					
M		2	9	16	23
Tu		3	10	17	24
W		4	11	18	25
Th		5	12	19	26
F		6	13	20	27
Sa		7	14	21	28
Su	1	8	15	22	29

NOVEMBER 2017					
M		6	13	20	27
Tu		7	14	21	28
W	1	8	15	22	29
Th	2	9	16	23	30
F	3	10	17	24	
Sa	4	11	18	25	
Su	5	12	19	26	

DECEMBER 2017					
M		4	11	18	25
Tu		5	12	19	26
W		6	13	20	27
Th		7	14	21	28
F	1	8	15	22	29
Sa	2	9	16	23	30
Su	3	10	17	24	31

JANUARY 2018					
M	1	8	15	22	29
Tu	2	9	16	23	30
W	3	10	17	24	31
Th	4	11	18	25	
F	5	12	19	26	
Sa	6	13	20	27	
Su	7	14	21	28	

FEBRUARY 2018					
M		5	12	19	26
Tu		6	13	20	27
W		7	14	21	28
Th	1	8	15	22	
F	2	9	16	23	
Sa	3	10	17	24	
Su	4	11	18	25	

MARCH 2018					
M		5	12	19	26
Tu		6	13	20	27
W		7	14	21	28
Th	1	8	15	22	29
F	2	9	16	23	30
Sa	3	10	17	24	31
Su	4	11	18	25	

APRIL 2018					
M		2	9	16	23
Tu		3	10	17	24
W		4	11	18	25
Th		5	12	19	26
F		6	13	20	27
Sa		7	14	21	28
Su	1	8	15	22	29

MAY 2018					
M		7	14	21	28
Tu	1	8	15	22	29
W	2	9	16	23	30
Th	3	10	17	24	31
F	4	11	18	25	
Sa	5	12	19	26	
Su	6	13	20	27	

JUNE 2018					
M		4	11	18	25
Tu		5	12	19	26
W		6	13	20	27
Th		7	14	21	28
F	1	8	15	22	29
Sa	2	9	16	23	30
Su	3	10	17	24	

JULY 2018					
M		2	9	16	23
Tu		3	10	17	24
W		4	11	18	25
Th		5	12	19	26
F		6	13	20	27
Sa		7	14	21	28
Su	1	8	15	22	29

0 Term days | 0 School holidays | 0 Public holidays | 0 INSET days

## **‘Above all else, work hard and be kind...’**

At The Suthers School, we firmly believe that great education transforms lives. We know that every student has the potential to exceed even their own expectations. Our motto is ‘work hard, be kind’ and this underpins everything we do.

### **What does it mean to work hard?**

- Complete all tasks to the best of your ability
- Take pride in your work
- Participate fully in class discussion and activities
- Ask questions
- Refuse to accept the bare minimum
- Keep trying even when it seems really difficult
- Maintain the highest standards of behaviour

### **What does it mean to be kind?**

- Value and respect others through your words and actions
- Help others when they are in need
- Offer a warm welcome to everyone
- Make space for other people’s ideas and beliefs
- Maintain the highest standards of behaviour



# Definitions of Approach to Learning

Grade	Key Characteristics
1 <b>Outstanding</b>	<b>Effort</b> The student always applies themselves fully in lessons and regularly makes contributions to class discussion. S/he shows enthusiasm and takes pride in his/her work. S/he is very keen to make progress and regularly tries different methods in order to succeed. S/he shows initiative and often seeks out opportunities to develop his/her understanding of new topics. S/he always brings the correct equipment.
	<b>Behaviour</b> The student's behaviour is exemplary. S/he is always polite and responds sensitively to the needs of others when taking part in whole-class and group activities. S/he shows an impressive level of focus and self-discipline and can be relied upon to support others when required. When taking part in extra-curricular and enrichment activities, s/he always behaves in a mature and considerate manner.
	<b>Independent Study</b> The student shows a strong commitment to independent learning. Tasks are submitted on time and are always completed to a high standard. She often takes time to add extra detail and pays careful attention to his/her 'next steps' and any other guidance provided by the teacher. The student is an effective self-manager and always catches up on any work missed.
2 <b>Good</b>	<b>Effort</b> The student usually applies themselves fully in lessons and often makes contributions to class discussion. S/he usually shows enthusiasm and usually takes pride in his/her work. S/he is often keen to make progress and is generally willing to try different methods in order to succeed. S/he asks for help when needed and increasingly seeks out opportunities to develop his/her understanding of new topics. S/he usually brings the correct equipment to lessons.
	<b>Behaviour</b> The student behaves very well. S/he is nearly always polite and usually responds sensitively to the needs of others when taking part in whole-class and group activities. S/he is normally focused, shows a good level of self-discipline and usually supports others effectively. When taking part in extra-curricular and enrichment activities, s/he always behaves in an appropriate manner.
	<b>Independent Study</b> The student shows commitment to independent learning. Tasks are normally submitted on time and are usually completed to a high standard. S/he usually takes the time to add extra detail and pays attention to his/her 'next steps'. The student is pro-active and normally catches up on any work missed. S/he is developing the skills of an effective self-manager.
3 <b>Improvement Needed</b>	<b>Effort</b> The student sometimes applies themselves in lessons and sometimes makes contributions to class discussion. S/he sometimes shows enthusiasm and may sometimes take pride in his/her work. S/he sometimes shows an interest in making progress but can be reluctant to try different methods in order to succeed. S/he normally asks for help when needed but effort is not consistent. S/he sometimes forgets equipment needed for lessons.
	<b>Behaviour</b> The student usually behaves well. S/he is normally polite and usually responds appropriately to others when taking part in whole-class and group activities. However, s/he can sometimes show a lack of self-discipline and may not always remain focused. When taking part in extra-curricular and enrichment activities, s/he usually behaves in an appropriate manner although this may not be consistent.
	<b>Independent Study</b> The student shows some commitment to independent learning. Tasks are often submitted on time and are generally completed to a satisfactory standard but s/he is often content with the bare minimum. S/he does not always pay attention to the 'next steps' provided by the teacher and does not always catch up with work missed. S/he needs support in developing the skills of an effective self-manager.

<p>4</p> <p><b>Cause for Concern</b></p>	<p><b>Effort</b> The student does not apply themselves enough in lessons and sometimes behaves in an inappropriate way in class discussion. S/he shows limited interest in the work and can be disruptive to others. S/he shows little if any interest in making progress and can be reluctant to persevere or try different methods in order to succeed. S/he rarely asks for help when needed. Effort is limited. S/he often fails to bring the correct equipment to lessons.</p>
	<p><b>Behaviour</b> The student's behaviour is often unacceptable. S/he is often rude and rarely responds appropriately to others when taking part in whole-class and group activities. S/he frequently shows a lack of self-discipline and struggles to remain focused. When taking part in extra-curricular and enrichment activities, s/he frequently behaves in an inappropriate manner.</p>
	<p><b>Independent Study</b> The student shows little if any commitment to independent learning. Tasks are rarely submitted on time and/or rarely completed to a satisfactory standard. The student appears to lack interest in his/her work and is content with the bare minimum. S/he does not pay attention to the 'next steps' provided by the teacher and does not catch up with work missed.</p>

## Approach to Learning – Our Expectations Explained

We expect all of our students to work hard and take pride in their achievements. A student's 'Approach to Learning' is key to their success and the criteria set out above are underpinned by our motto 'work hard, be kind'. When forming judgements about a student's Approach to Learning, we consider three key aspects:

- Effort
- Behaviour
- Independent Study

Each aspect is given equal weighting and will shape our judgement of your child's overall attitude and approach to his/her work in and out of school.

We expect the vast majority of our students to demonstrate an approach to learning which is at least 'Good' (2). This means that they are normally well-motivated, conscientious and hard-working. It also means that they are developing good independent study skills, that they arrive at their lessons ready to learn and that they are in a strong position to make progress.

Some students will however need extra support both at home and in school in order to reach this standard.

Students who are given a grade of 3 ('Improvement Needed') or 4 ('Cause for Concern') in their report are likely to lack focus in lessons, show limited interest in their own progress and may also disrupt learning for others. This means that they will be set specific targets which must be met in order that they can demonstrate improvement by the next reporting period.

It is important to remember that this is a judgement of a student's *approach* and not a measure of their aptitude or *ability* in a particular subject. Levels of attainment are shown in the 'Current Performance' column of the report.

We report on a student's approach to learning each time we send a report home and School Leaders routinely review this information in light of data about academic progress. It is vitally important therefore that careful attention is paid to judgements made and to the score given for AtoL.



# Attendance

Regular school attendance is essential for students to make good progress, achieve their academic potential and consequently have better opportunities in life. Every student at The Suthers School, in line with Government expectations, is expected to maintain an excellent attendance level of 97% or above. It is the responsibility of everyone in our school community; parents, students, staff and governors to ensure they achieve this, and therefore we will constantly monitor and review the attendance of all students. Just a few days of absence from school can have a massive impact on the overall attendance percentage for a child. Therefore, The Suthers School will not be authorising any absence below 97% without medical evidence.

## Illness

If your child is ill and cannot attend school it is important to contact the school immediately by telephone, preferably before 8.30am, to explain the absence. If we do not receive a message about the absence, we will contact parents/carers informing them that their child is absent from school. A quick response to any message is necessary, so that we know a child is safe.

**It is essential to make sure the school holds an up to date contact details for all parents / carers so that these vital messages are received.**

## Lateness

If a child arrives late to school, they will need to go straight to reception to sign in. Once they have explained their lateness they will be given a late slip to take to lesson/registration. Teachers will not permit a child to enter the lesson without a late slip notification. Punctuality is essential in school and it contributes significantly to achievement. Lateness is likely to result in a consequence such as break time detention.

## Medical Appointments

We ask that wherever possible, all non-emergency doctor and dental appointments are made outside of school time. If it is necessary to miss lesson time for a medical appointment then you must send a letter with your child (or write a note in their planner), explaining why they need to be taken out of school. **They must sign out of school at reception** before waiting there for an adult to collect them.

# Holidays

Policy regarding school attendance specifically aimed at holidays taken during the academic term changed in January 2013 in line with government regulations.

**Under Section 7 of the Education Act 1996, the parent is responsible for making sure that their child of compulsory school age receives efficient full-time education that is suitable to the child's age, ability and aptitude. Taking children out of the academic year for a holiday does not allow them to receive an efficient full-time education.**

**If you are thinking about taking your child on holiday during term time you must consider your decision very carefully.**

The procedure for requesting time off for a holiday is as follows:

- All holiday requests will need to be submitted on a 'Leave of Absence' form which can be collected from Reception or downloaded from the school website.
- Holiday requests will be considered by the Head and will only be authorised if it is for exceptional circumstances. Reasons will need to be submitted on the holiday request form. You will receive notification of your holiday request from school once it has been reviewed and a decision made.
- If parents still take their child out of school for a holiday which has been unauthorised by the Head, then school may refer them to the Education Welfare service to recommend a fixed penalty notice (£60 per child per parent if paid within a certain time frame.)

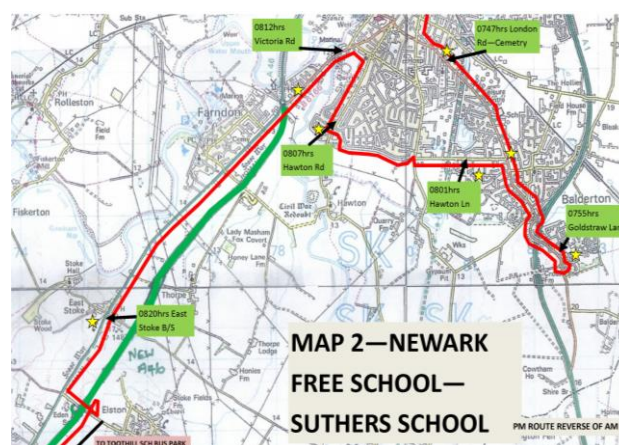
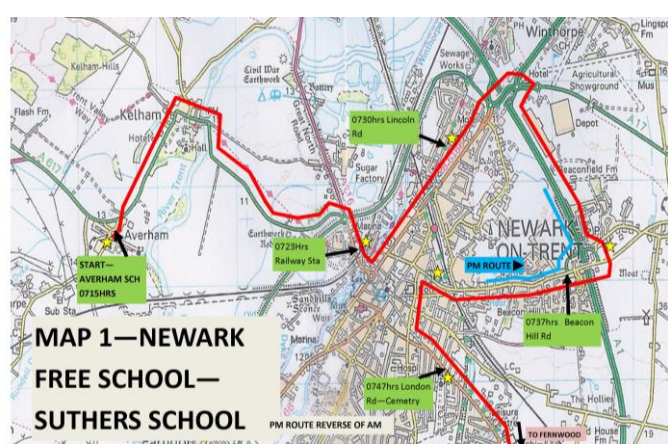


# The Suthers School Bus Service

Whilst in temporary accommodation, The Suthers School will operate a free bus service to and from Newark. Students will be provided with passes at the start of term and should keep these safe. The service will be operated by Sharpes of Nottingham. If for any reason there are any changes to your routine which impact on your child's use of the bus service, please notify us immediately.

## S1 - NEWARK / THE SUTHERS SCHOOL BINGHAM

TOWN / VILLAGE	PICK UP POINT	AM	PM (Mon-Thurs)	PM - Fri only
		PICK UP TIME	DROP OFF TIME	DROP OFF TIME
AVERHAM	Primary Sch Bus stop	0715hrs	1744hrs	1619hrs
NEWARK	Castle Train Station Bus stop	0723hrs	1736hrs	1611hrs
	Opp Allwoods Motor Store/Lincoln Rd			
	Gainsborough Drive Bus Stop	0730hrs	1729hrs	1604hrs
CODDINGTON	Coddington Slip Rd (1 way only-drop Beacon Hill/A1 slip junc)	0736hrs		
	Beacon Hill Rd, Blatherwick Rd B/S	0737hrs	1722hrs	1557hrs
NEWARK	One Stop, Sleaford Road(Subject to road closures till Jan 18) – alternate Beacon Hill rd/Sherwood Ave junc			
	Sherwood Ct on Sherwood Av bus stop			
	London Rd, Newark cemetery bus stop	0747hrs	1712hrs	1547hrs
BALDERTON	Lidl, London Rd			
FERNWOOD	Goldstraw Lane B/S (between 2 roundabouts)	0755hrs	1704hrs	1539hrs
BALDERTON	Lacey Green			
	Sainsburys, London Road			
	Top of Hawton Lane			
	Top of Staple Lane			
	Meadow Rd B/S, Hawton Lane	0801hrs	1658hrs	1533hrs
NEWARK	Grange Road			
	Valley Rd B/S, Hawton Rd	0807hrs	1652hrs	1527hrs
	Opp Orston Av			
	Hawton Rd (Albert St end)			
	Victoria Rd, Boundry Rd B/S	0812hrs	1648hrs	1523hrs
	Farndon Rd (Petrol Station)	0814hrs	1647hrs	1522hrs
FARNDON	Old A46 Top Tiles Farndon			
	Old A46 Hardys Farm Opp Main St			
EAST STOKE	Bus stop	0820hrs	1640hrs	1515hrs
BINGHAM - SCHOOL	Toothill Bus Park	0840hrs	1625hrs	1500hrs



**sharpes  
of  
nottingham**

# School Closure due to Bad Weather

Wherever possible we will endeavour to keep the school open but there may be occasions, for health and safety reasons, a decision will be made to close the school. If we have heavy snow overnight and staff are unable to get to work a bulletin will be posted on all the local radio stations to keep you informed. Parents will be informed about school closure by the following methods:

- Local radio
- BBC Radio Nottingham
- School website [www.suthersschool.co.uk](http://www.suthersschool.co.uk)
- School answer phone message
- Email or text message

If school needs to close during the normal school working day:

- Parents/carers will be contacted by text message and/or email.
- Students who have no pre-arranged place to go (i.e. home, a friend or relative's house) will not be permitted to leave the school without parental permission.

It is imperative that you inform us of any changes to the contact information relating to your child. Please contact Reception to do this, or email our School Manager, Mrs Braithwaite, at [jbraithwaite@suthersschool.co.uk](mailto:jbraithwaite@suthersschool.co.uk).



# Essential Equipment

The equipment listed below is what your child will need every day. They will be issued with a Student Planner at the start of term to help them organise their time and record important reminders about anything extra or different they may sometimes need to bring in. Your help and support in monitoring this would be very much appreciated.

## **Pencil case:**

- ✓ 3 pens (blue or black ink plus 1 red pen)
- ✓ Ruler, protractor and compass
- ✓ Pencils
- ✓ Rubber
- ✓ Pencil sharpener
- ✓ Colouring pens/pencils (optional)

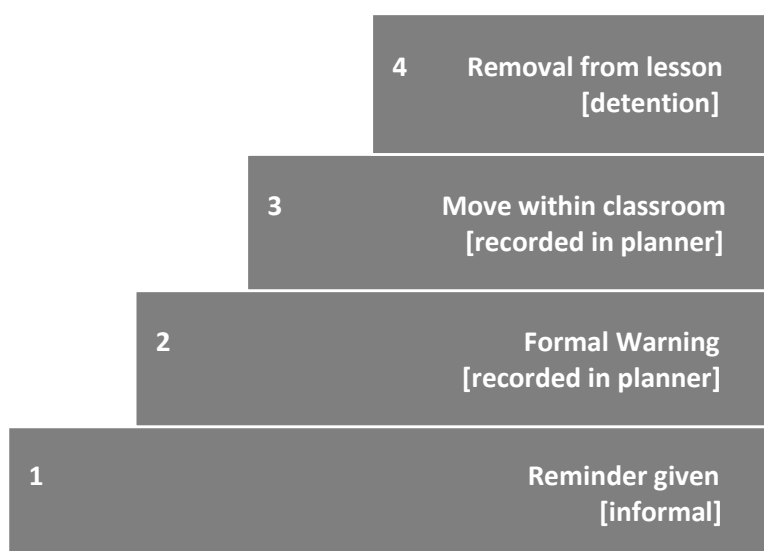
## **Other Equipment:**

- ✓ Scientific calculator
- ✓ Reading book (student choice of fiction or non-fiction)
- ✓ Mini dictionary/thesaurus



## Behaviour

The Suthers School motto is 'work hard, be kind' and this ethos is underpinned by a clear, stepped approach to behaviour management. At all times, we seek to ensure that students maintain the highest standards of conduct and will work to support them in making the right choices. A basic outline of our approach is shown below.



### A Suthers student is expected to:

- Be in the right place, at the right time, doing the right thing
- Wear the correct uniform at all times
- Be courteous and respectful towards others
- Move around the school site calmly and quietly
- Treat their environment with respect
- Only eat food in the Dining Hall or other designated area
- Only use a mobile phone outside of school hours and the school building



# The Suthers School Uniform

## GIRLS' UNIFORM

- **School Blazer** - School regulation grey blazer, with official school badge (compulsory)
- **School Tie** – regulation school tie (red)
- **Skirt or Trousers** –black knee length skirt or standard length black trousers (no visible detailing such as contrasting zips or logos permitted. No jeans or skinny/stretch fit trousers are permitted)
- **Shirt** – formal white, long sleeves with stiff collar
- **Pullover/Cardigan** – Grey V-neck cardigan (optional)
- **Socks/tights** – plain black ankle socks or tights or knee-high plain grey socks.
- **Shoes** – plain black lace-up or slip-on formal shoes with low heels (no more than 2 inches in height). Please note that boots, trainers, Velcro-fastening, fabric/pump style or sling back shoes are prohibited.
- **Coat** – (non-compulsory) – plain dark fabric raincoat, duffel or anorak. A discreet logo is permissible. Coats are generally not to be worn in or around school during the working day. Denim and leather jackets are not permitted.
- **Headscarf** (for religious reasons) – plain
- **PE Kit** – school regulation kit

## BOYS' UNIFORM

- **School Blazer** - School regulation grey blazer, with official school badge (compulsory)
- **School Tie** – regulation school tie (red)
- **Trousers** – plain black
- **Shirt** – formal white, long sleeves with stiff collar
- **Jumper** – Grey V-neck jumper (optional)
- **Socks** – plain black or dark grey
- **Shoes** – plain black lace-up or slip-on shoes in a formal style. Please note that boots, fabric/sports/ Velcro-fastening style shoes or trainers are prohibited.
- **Coat** – (non-compulsory) – plain dark raincoat, duffel or anorak. A discreet logo is permissible. Coats are generally not to be worn in or around school during the working day. Denim and leather jackets are not permitted.
- **PE Kit** – regulation school kit

# General Rules

## Mobile Phones

In the interests of safety and whilst the school is in temporary accommodation, students will be allowed to bring a mobile phone to school. However, **students are not permitted to use a mobile phone at any point during the school day or within the school building** at any point unless directed by a member of staff.

If your son/daughter is caught using their phone, or their phone is seen or heard, it will be confiscated and put in the school safe, where it must be collected by a parent/carer at the end of the school day unless otherwise communicated.

## Personal Property

Personal belongings, including mobile phones or other devices are carried entirely at the owner's risk. The school does not accept responsibility for the care of or any loss or damage to such items.

We strongly recommend that all items of uniform and PE Kit are labelled with your child's name or initials and that you encourage your son/daughter to get into the habit of checking that they have everything they need with them. Helping them to pack their school bag in the first few weeks of term is to be encouraged.

## Eating and Drinking

Eating and drinking is only ever permitted in the designated areas. The school dining hall will be located in The Curve restaurant in The Suthers Building where students will be able to purchase a range of hot and cold food at break and lunchtime. We actively encourage a healthy, well-balanced diet and this will be reflected in the range of options available. Students are welcome to bring a packed lunch but this must be eaten in the Dining Hall or other designated area.

Chewing gum is not permitted at any time.

Students are welcome to bring a bottle of water with them to school and may drink this during lessons. Please note that Students will not be permitted to leave a lesson to fill up their bottles.

## Moving around the School site

Students are required to move around the school in quiet, calm and respectful manner at all times. Where Suthers students have the benefit of sharing facilities with students and staff from other schools such as Toot Hill School and Toot Hill College, we expect that they will always conduct themselves in a way which makes them worthy ambassadors of the school and that they uphold the principles of 'work hard, be kind'.



## Break and Lunchtimes

Unless otherwise directed, students will always be required to eat and drink in the Dining Hall. When the weather permits, students will have access to a good-sized grass area as well as a hard court. Whilst students will always be supervised by a member of staff on duty, students are required to adhere to the school rules and to be courteous and respectful towards others at all times.

Students are not permitted to leave the school site at any time and are forbidden from moving beyond designated areas of outside space unless otherwise directed by a member of staff.

## Jewellery

Students may only wear a watch (no smart watches) and one plain pair of stud earrings but **no other jewellery is permitted**. Plasters may not be worn to cover nose piercings or otherwise prohibited jewellery. If students disregard this they will be isolated from other students until they comply with the regulation.

## Hairstyles and Attire

Baseball caps are not permitted in any circumstances.

Hairstyles should not be extreme and should only ever be a natural colour. Parents should consult, in advance, with the Head of School if they are unsure as to the suitability of a change of style. The school shall be the arbiter of the term 'extreme'.

## Make-up

Make-up and nail polish are not permitted. In exceptional circumstances light foundation will be permitted to disguise skin complaints however, parents must contact the school.



## Learning beyond the classroom – Independent Study

Like most secondary school pupils, Suthers School students can expect to receive homework. However, you will notice in our Approach to Learning criteria and elsewhere that we don't actually call it homework – we call it Independent Study. There are two key reasons for this.



Firstly, we want to help our students develop the learning and thinking skills that are going to prepare them for later study, career development and lifelong learning. This means that we will set our students tasks and activities to complete independently. These will take a variety of forms including one-off assignments, projects and reflection tasks.

Secondly, the work that your child is set will not exclusively be completed at home. One of the key benefits of our extended school day is that it provides us with the timetable space to allocate to developing and enhancing students' skills. That's why there will always be two Supervised Study sessions a week, where your child will be able to work in a focused manner on their assigned 'homework', act on any 'next steps' they may have been given in their feedback from a teacher, review and revise their classwork and actually learn what study skills are. And, as the title 'Supervised Study' suggests, there will always be a member of staff to oversee the students who will be able to provide prompts and guidance where required.



# Marking Codes

Understanding how your child's work will be marked

What you might see	What it means
<b>Sp</b>	Shows there is a spelling mistake in this section or sentence.
	If your teacher has circled part of a word it is showing you that you need to check the spelling of this.
<b>C</b>	In the margin. This is used to show there is a capital letter missing.
<b>P</b>	In the margin. This is used to show there is punctuation missing or that it has been used incorrectly.
	Beneath part or all of a sentence. Indicates an error in written expression/grammar
<b>//</b>	At the start of a sentence. This is used to show where you need to start a new paragraph.
<b>/</b>	Within a sentence. This is used to show where you need to separate two words where you have used only one e.g. 'alot' would be corrected to 'a/lot'.
<b>^</b>	Within a line or section of your work. This is used to show that you have missed a word or something else out here.
<b>w/w</b>	In the margin. This is used to show that you have used the wrong word in a section or sentence. It means you would need to think of an alternative.
<b>?</b>	This is used to show that the teacher is not sure they understand what you have written.
<b>ECF</b>	'Error Carried Forward' In the margin or next to something you have written. This is used to show where you have been given credit but your answer is not completely correct because of an error in your initial calculation.
<b>BOD</b>	Benefit of Doubt. This is used to show where your work earns some credit but is not fully correct.
<b>U</b>	Units. This is used to highlight where you need to show what units have been used.
<b>R</b>	Rounding. This is used to show where you have made an error with rounding and need to review.

## Oracy Skills Framework

In order to promote effective communication and confident use of spoken language, all teachers at The Suthers School plan learning activities designed to promote and develop oracy skills. Planning is supported by reference to the Oracy Skills Framework developed by Cambridge University (shown below).

Category	Element	Skills
Physical	Voice	<ul style="list-style-type: none"> <li>a) Fluency and pace of speech</li> <li>b) Tonal variation</li> <li>c) Clarity of pronunciation</li> <li>d) Voice projection</li> </ul>
	Body	<ul style="list-style-type: none"> <li>a) Gesture and posture</li> <li>b) Facial expression and eye contact</li> </ul>
Linguistic	Vocabulary	<ul style="list-style-type: none"> <li>a) Appropriate vocabulary choices</li> </ul>
	Language variety	<ul style="list-style-type: none"> <li>a) Register</li> <li>b) Grammar</li> </ul>
	Structure	<ul style="list-style-type: none"> <li>a) Structure and organisation of talk</li> </ul>
	Rhetoric	<ul style="list-style-type: none"> <li>a) Use of rhetorical devices such as metaphor, humour, irony</li> </ul>
Cognitive	Content	<ul style="list-style-type: none"> <li>a) Selection of content to convey meaning and intention</li> <li>b) Building on the views of others</li> </ul>
	Clarifying and summarising	<ul style="list-style-type: none"> <li>a) Seeking information and clarification through questioning</li> <li>b) Summarising</li> </ul>
	Self-regulation	<ul style="list-style-type: none"> <li>a) Maintaining focus on task</li> <li>b) Time-management</li> </ul>
	Reasoning	<ul style="list-style-type: none"> <li>a) Giving reasons to support views</li> <li>b) Critically examine ideas and views expressed</li> </ul>
	Audience awareness	<ul style="list-style-type: none"> <li>a) Taking account of audience knowledge and understanding</li> </ul>
Social and Emotional	Collaboration	<ul style="list-style-type: none"> <li>a) Guiding or managing interactions with others</li> <li>b) Turn-taking</li> </ul>
	Listening and responding	<ul style="list-style-type: none"> <li>a) Listening actively</li> <li>b) Responding appropriately</li> </ul>
	Confidence in speaking	<ul style="list-style-type: none"> <li>a) Self-assurance</li> <li>b) Liveliness and flair</li> </ul>

# Curriculum

Our curriculum follows National Curriculum guidelines and aims to provide a broad, balanced learning experience for all.

In Years 7 and 8 we follow a two-year KS3 programme covering all the National Curriculum subjects: English, Mathematics, Science, Modern Languages, Design and Technology, Humanities (History, Geography and Religious Education), Art, Music, Drama and PSHEC (Personal, Social, Health and Careers Education). In the first year of operation, ICT will be delivered across the curriculum and through our programme of Personal Development Days. Students will be taught in two groups and a combination of Teacher Assessments, KS2 data and Baseline Assessments will be used to determine the best group for your child.

Students will choose their options during Year 8 as there is a three-year programme for Key Stage 4 (Years 9-11). Great care and guidance is given to all students when making their option choices, with a parents' consultation evening and individual support from tutors. All students study a core consisting of English, mathematics, science, history or geography, Physical Education and PSHEC. The majority of students will follow an EBacc curriculum and so will also study a language (French). A great deal of support is provided to all students to help them achieve their potential and enable them to move with confidence onto their next stage of learning.

## Personal Development Days

Delivery of key PSHEC strands such as careers education will be supported by a number of off-timetable days (sometimes referred to as 'drop-down days'). There will be up to six days across the academic year where students will be involved in activities, workshops and experiences (on and off-site) designed to enrich and enhance their experience beyond the classroom and which in turn will enliven their everyday learning.

## SEND (Special Educational Needs and Disabilities)

We value the abilities and achievements of all our students. We understand that many students will have special educational needs at some time in their school life but with the right support and intervention all students are able to experience and enjoy positive achievement. Legislation ensures that a Special Needs Code of Practice is followed by all schools to provide appropriate opportunities for students with special needs. We welcome this framework at The Suthers School to ensure that each student's needs are met.

Most children find that they can progress with the help of their subject teachers and tutor, but some will need extra support. Our SENDCO will work in partnership with teaching and support staff, parents and carers, external inclusion support services and outside agencies.

Wherever possible, our extended school day will be used to provide targeted support. However, withdrawal from classes may sometimes be required for extra teaching or focused reading and writing support; we aim to inform staff and students in advance and to keep lesson disruption to a minimum. We will also contact parents and carers to keep you informed of any extra support being offered to your child.

## Useful Contact Information

The Suthers School Reception	01636 957690	<a href="mailto:contact@suthersschool.co.uk">contact@suthersschool.co.uk</a>
Sharpes of Nottingham	0115 989 4466	<a href="mailto:enquiries@sharpesofnottingham.com">enquiries@sharpesofnottingham.com</a>
Academy School Uniforms	0115 965 2869	
Bingham Leisure Centre	01949 838628	
Nova Education Trust	0115 807 7777	



The Banks, Bingham, Nottinghamshire, NG13 8BL