



SALE GRAMMAR SCHOOL

**YEAR 7
HANDBOOK
2019**



aspire . act . achieve



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Head of Progress & Learning Year 7 Introduction

Dear Parents and Carers

My name is Miss Forrest and I will be Head of Progress and Learning for your child during their induction year at Sale Grammar School. On behalf of myself and the Year 7 team for September 2019-2020, I would like to welcome you and your child to Sale Grammar School.

The transition from Key Stage 2 to Year 7 is a considerable change, with a different environment, new procedures, lessons, and teachers, as well as your child becoming the youngest and newest member of our community. The aim of the Year 7 team is to ensure this transition is as stress free as possible by working in partnership with your child, supporting and solving any problems which may arise. Settling into a new school environment takes a whole year, as there are many changes to school routine such as homework, time management, study skills, and assessments. To assist our Year 7 students in their progress and learning, all Primary Schools have had the opportunity to contribute supporting educational information. Please help us to help your child by assisting with organisation, the monitoring of homework, encouraging, discussing work and contacting the school if you have concerns.

To help your child settle into their new school, form and year group we have a continuing induction programme. The induction day begins the socialisation and learning process during which the children will have the opportunity to meet their new Form Tutor, as well as starting to familiarise themselves with the school via subject taster sessions and “getting to know you” games with other members of their form.

On Tuesday 3rd September 11.00 am - 3.15 pm, students will have further opportunities to learn more about their form, the geography of the school, their routine, school organisation, and the use of Show My Homework, before the main body of the school returns on the Wednesday. There will be an allocated time for lunch in order for students to understand how the Refectory operates.

The year group visits the residential centre at Conover Hall in Shrewsbury, Shropshire from Wednesday 16th October until Friday 18th October 2019. The programme is designed to provide a variety of activities which involve team building and personal challenge. The aim of the visit is to help the children learn about themselves and develop new friendships, through work with their form and the rest of Year 7. The centre is a self-contained JCA activity centre. The cost of the trip, which includes transport, meals, specialist tuition and insurance is £163.10. This will need to be paid in the first few weeks of September 2019. Further details will be provided nearer the time, however, should you have any questions please do not hesitate to contact me.



Year 7 is also a transitional year for parents. There are many ways in which you can access information to support yourself and your child during their time at Sale Grammar School. It is important that you familiarise yourself with the contents of this handbook, as it is intended as a manual to support and inform parents as and when queries arise. The school website, www.salegrammar.co.uk, along with the Year 7 transition website, are other sources of information. Parents are able to check attendance, punctuality and assessment through the online SIMS Parental Portal. Schoolcomms enables you to receive school correspondence by email. Show My Homework will help to keep you informed of all your child's homework. Most importantly, if you have concerns or any questions please contact the subject teacher, the Form Tutor, or myself at the earliest opportunity.

I hope that you will be able to join us for the Parents' Information Evening in the Autumn term which will be an opportunity to ask questions once your child has started the teaching year at Sale Grammar School.

Yours sincerely

L Forrest

Miss L. Forrest
Head of Progress and Learning Year 7 (Transition)
lfo@salegrammar.co.uk



Assistant Headteacher Introduction

Dear Parents/Carers

I would like to take this opportunity of welcoming you and your child to Sale Grammar School.

My name is Mr Crane and I am the Assistant Headteacher and have overall responsibility for the personal, social and academic progress of your child throughout Years 7 to 11. As you can imagine, I cannot do this job alone; I am part of the pastoral team which looks after your child.

The most important person in this team, as far as your child is concerned, is the Form Tutor. The Form Tutor will meet with your child every day for registration and keep a close eye on their progress. Through our induction process, your child will get to know their Form Tutor very well and vice versa. During Year 7, Miss Forrest will be the Head of Progress and Learning. She has direct responsibility for all children in Year 7 and works with the Form Tutor to help your child settle into school and to develop into a hardworking, responsible member of our school community.

The transition from primary to secondary school can be a bit daunting for some children. The increased size of school and the new timetable, with a different teacher for each subject, can become an organisational problem for some students. We have included some hints within this handbook to make life a little easier.

Your child may know other children coming into this school, but a new school is the chance to make new friends. There are plenty of opportunities to socialise with old friends at break times, lunch times and during extra curricular activities. Students must remember classrooms are work areas; the playground is for socialising.

Success and happiness within the school are built upon the foundation of partnership between the school, the parents/carers and the child. We encourage the students to talk to staff, especially their Form Tutor and to share any achievements or concerns. The Student Development Office (Room D022) is always open to students to ask questions or discuss problems. Student Services will forward messages, store medicines and assist students with general enquiries.

As parents/carers you have a major part to play in helping your child to settle into school. The primary school routine, such as ensuring that your child is punctual, correct uniform, school bag etc. and keeping the school informed about anything which may affect your child at school, are all important habits to continue. Should you have a concern, please contact your child's Form Tutor initially, then either Miss Forrest or myself. We will be happy to meet you to discuss your concerns; please make an appointment as staff have teaching commitments during the school day.



Finally, the most important person is your child. At Sale Grammar School we are looking for honest, hardworking, conscientious young people, who work to the best of their ability in all subjects and at all times. We want everyone to do their best. Recognition of effort and achievement is provided through our rewards system, the Hall system, the Home School Communication Log (HSCL) and through regular reports. We also expect your child to take responsibility for their learning, to be positive and well-behaved in lessons, and also to check Show My Homework regularly - all important factors involved in learning. It is important to take advantage of the opportunities provided, both in and out of the classroom. The more a young person puts into the school, the more they will get out of the school.

I would like to wish everyone, students and parents/carers, a happy and successful time at Sale Grammar and I look forward to meeting you in the near future.

Yours sincerely

S Crane

Mr S. Crane
Assistant Headteacher
spc@salegrammar.co.uk



Useful Information

School contact information

Sale Grammar School
Marsland Road
Sale
Cheshire
M33 3NH
Phone: 0161 973 3217
Fax: 0161 976 4904
Website: www.salegrammar.co.uk
Email: office@salegrammar.co.uk

The school office is open between the hours of 8.15am and 4.15pm, and Student Services for attendance and medical information from 8.15am until 4.15pm.

If you would like to speak to a member of staff, please telephone to arrange a mutually convenient time for an appointment.

Key Staff

Headteacher	Mr M Smallwood
Deputy Headteacher	Mr T Brittain
Assistant Headteacher	Mrs S Booth
	Mr S Crane
	Miss L Hall
	Miss A Mattox
	Mr J Reynolds

Business Manager	Mrs A McPartland
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Special Educational Needs Co-ordinator	Mr S Crampton
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Times of school day: Monday - Friday 8.35am – 3.15pm

Absence: If a student is absent due to illness please inform Student Services by telephone before 9.15am on the first day of absence. If the absence is not notified early on the first morning, parents will be contacted by the Attendance Officer. Any absence for which no note is received will be recorded as an unauthorised absence.



Holidays: Government guidelines state that parents should not take students on holiday during term time. It is the school's discretion whether or not a period of absence is authorised. Requests for leave of absence must be put in writing to the Headteacher 4 weeks in advance and must be in exceptional circumstances. Leave of Absence forms can be downloaded from the website or obtained from Student Services.

If the Headteacher does not agree to the absence, the absence will be classed as unauthorised and could result in a penalty notice being issued by the Local Authority. Request for absence due to holidays will not be authorised.



Form Information 2019 – 2020

Head of Progress and Learning: Miss Forrest

Form Tutors:

7S	Miss Perry
7A	Mr Townsend
7L	Mrs Coverley
7E	Mr Caird
7G	Mrs Ford
7R	Mr Heslop



Calendar – Holiday List 2019 - 2020

Autumn Term begins	Monday	2 nd September – Training Day
	Tuesday	3 rd September – Years 7 & 12
	Wednesday	4 th September – Whole School
School closes for Half -Term	Friday	18 th October
School re-opens	Monday	28 th October
Autumn Term ends	Friday	20 th December
Spring Term begins	Monday	6 th January
School closes for Half Term	Friday	7 th February
School re-opens	Monday	17 th February
Spring Term ends	Friday	27 th March
<i>Easter Weekend</i>		<i>Friday 10th April – Monday 13th April</i>
Summer Term begins	Tuesday	14 th April
School closes for Half Term	Friday	22 nd May
School re-opens	Monday	1 st June
Summer Term ends	Friday	17 th July

All schools are closed Monday 4th May 2020 for May Bank Holiday

Training Days

Monday 2nd September 2019
 Friday 15th November 2019
 Friday 26th June 2020

Entrance Test/Non-Student Day

Monday 16th September 2019

The School Day

08:35	Registration
08.45	Period 1
09.45	Period 2
10.50	<i>Break</i>
11.15	Period 3
12.15	Period 4
1.20	<i>Lunch</i>
2.15	Period 5
3.15	<i>End of School day</i>



The Aims of the School

To realise the potential of all individuals by promoting excellence and a love of learning.

To foster an ethos which is caring and considerate of others and their feelings.

To provide a curriculum which provides students with the skills, knowledge, understanding and experiences relevant to their future roles in society.

To develop self-discipline, self-esteem and self-respect of students and respect for the environment and for the property of others.

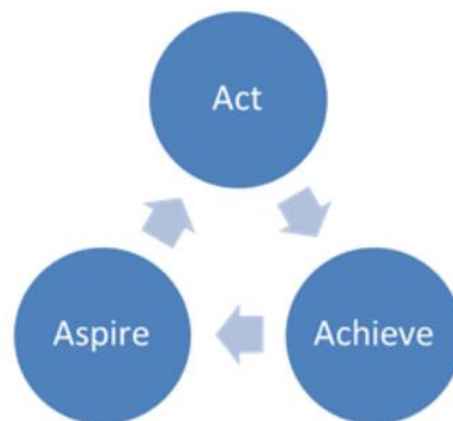
To enhance school life with extra-curricular activities to encourage interests beyond the classroom.

To create a pleasant, well-maintained and safe environment which is conducive to learning.

To promote equality of opportunity in all aspects of school life.

To further partnerships between home, the community and the school.

Aspire / Act / Achieve





Homework

Homework is a formal element of high quality teaching and learning, and comprises the tasks and activities assigned by staff to students, to be completed outside the timetabled curriculum.

Students will:

- Utilise 'Show My Homework' to manage their homework
- Complete all homework tasks to a high standard / the best of their ability
- Submit homework tasks by the deadline set
- Seek support if needed
- Check details of homework missed due to absence

Class teachers will:

- Ensure that all homework tasks are recorded on 'Show My Homework'
- Set effective homework tasks in accordance with the school policy and scheme of work, including a date for completion
- Maintain an accurate record of homework tasks set
- Apply appropriate sanctions for non-completion of homework tasks in accordance with school and faculty policy
- Provide prompt and appropriate feedback in line with the faculty/subject marking policy
- Ensure work is returned to students
- Acknowledge and praise homework tasks which are completed well
- Provide study support when appropriate
- Communicate effectively with Form Tutors, Subject Leaders and Parents/Carers
- Follow the agreed homework timetable
- Address differentiation by varying tasks e.g. SEN students, Gifted and Talented students, those with specific medical needs

Parents are expected to:

- Take an interest in the work being completed and recognise its importance in student attainment
- Access 'Show My Homework' to monitor and check homework
- Support the development of appropriate study habits to ensure that homework tasks are completed to deadlines
- Provide a quiet work space where homework can be effectively completed
- Make timely contact with the school if they have concerns about the quality or quantity of homework
- Inform the school of any specific issues/concerns in relation to the needs of their child



Year 7 Homework

Approximately 1 hour per subject per 2 - week cycle as a general guide. This provides a total of approximately 12 – 14 hours homework time per 2 - week cycle. The allocated times may, for example, consist of several shorter tasks of 15 – 20mins or one longer task of 1 hour.

During the first 2 weeks of Year 7 students will not be set formal homework tasks but will have organisational based tasks to complete.

In weeks 3 and 4 of Year 7 homework tasks will be set in English, Maths, Science and Modern Foreign Languages.

In week 5, Year 7 will receive homework tasks from all subjects.

The time allocated for each subject varies for each year group. Please refer to the school website if you would like to see a full version of the Homework Policy.

Stationery

Students should ensure that they bring the following items into school every day:

- Pens – minimum of x 2 black and x 1 other colour
- Pencils
- Pencil sharpener
- Pencil eraser
- Transparent ruler
- Recommended scientific calculator
- Glue stick
- Highlighter(s)
- Coloured pencils
- Protractor
- Pencil case

Tippex and correction pens are forbidden. Students are encouraged to use one neat line to cross out, as this allows teaching staff to see the nature of the correction.



Home School Agreement

Sale Grammar School seeks to provide learning opportunities and experiences for all students, which will allow them to maximise their potential whatever their talents and abilities. In doing so, we strive to provide a broad, balanced curriculum which promotes positive values and attitudes and which focuses on the value of education in preparing young people for their future.

We believe that all our young people should work in an environment which values mutual respect and good manners. We expect behaviour which acknowledges the responsibilities of living in a community and working with others in a constructive and meaningful way.

We place considerable emphasis on working with parents and students in partnership. This agreement identifies our commitment to your child and also highlights our expectations.

The school undertakes to provide:

- A broad and balanced curriculum
- A high standard of teaching with the expectation that all students should strive to achieve levels of attainment in line with their abilities
- Resources and facilities to support students in study and research
- Induction support when a student joins the school
- Form Tutor support and advice throughout a student's education at the school
- Regular opportunities for parents and students to discuss progress with staff
- Two interim and one full written report each academic year
- Information on progress and attendance of each student through SIMS Parental Portal
- A structured Personal, Social and Health Education programme which offers opportunities to reflect upon making appropriate choice in a range of moral, social and health-related matters
- A programme of careers advice to inform future choices
- Opportunities for students to participate in extra-curricular activities, trips and visits
- The setting and marking of work and homework on a regular basis
- Support from the school's Special Educational Needs Co-ordinator where appropriate
- Contact when problems arise about attendance, punctuality, behaviour and academic progress
- Regular communication about the work and activities of the school through the website, Schoolcomms and SIMS Parental Portal
- Information on relevant policies such as Behaviour, Rewards and Consequences, and Uniform and Appearance Policy



We expect parents/carers to ensure that their child:

- Understands that the school expects the highest standards of work and behaviour
- Attends school at all required times and is only absent for legitimate reasons
- Always arrives at school punctually
- Complies with the school's Uniform and Appearance Policy and is in full school uniform to and from home
- Keeps a Home School Communication Log (HSCL) in their blazer pocket. This should be signed by parents/carers when appropriate. However, we also encourage the use of email wherever possible to maintain an effective means of communication.
- Adheres to the school's Behaviour, Rewards and Consequences Policy and the school's classroom expectations – Classroom Code of Conduct
- Arrives at school with the appropriate books and equipment for all lessons
- Understands that he/she will pay for deliberate loss or damage to school property
- Completes all homework set, to the best of their ability

We ask also that parents/carers:

- Use the website and Schoolcomms system for communication and information
- Use the SIMS Parental Portal to monitor progress and attendance of their child
- Telephone or email the school at absence@salegrammar.co.uk on the first day of any unexpected absence, explaining the nature of the absence and the length of time their child is likely to be away from school
- Provide an e-mail/written explanation of the absence on the first day of return
- Support the school's behaviour policy
- Ensure that students attend school detention at the appropriate time
- Ensure that all communications requiring a reply are returned promptly (electronically where appropriate) - this includes data checking, detentions, appointment times for Parents' Evenings and school events that require a parental response
- Ensure that school books are kept in good condition and free from graffiti, and that textbooks are handed back in good condition at the end of the academic year or when requested
- Do not take holidays during term time - all absence from school has a detrimental effect on a student's learning
- Attend Parents' Evenings

**Mr M Smallwood
Headteacher
September 2019**



Behaviour, Rewards and Consequences Policy

Policy and Procedure on Behaviour, Rewards and Sanctions

Aims

- To support effective teaching and learning and an ethic of excellence in the classroom
- To contribute to an ethos of mutual respect and student self-discipline.
- To encourage respect for property and the environment.
- To develop a sense of community through the Halls in which all adhere to a code of conduct.

Implementation

A copy of this policy is available on the school website. The Sale Grammar School Classroom Code of Conduct is displayed on posters in every room and contained in the Key Stage Handbooks. Appropriate behaviours are reinforced in all aspects of school life with the Form Tutor having an important role in setting standards for the day, receiving SIMs info and monitoring their tutees.

Rewarding Positive Behaviours

Informal rewards

All teaching and support staff should encourage and praise students through:

- Gestures of approval - humour, feedback, comments in the Home School Communications Log
- Private or public verbal praise
- Asking another member of staff to pass on approval
- General praise to the whole group when things are going well, routines/rules are followed
- Comments on work, postcards home from the subject
- Display of students' work, visit to Faculty Leader to show work
- Choice of activity, special responsibility
- Visit to the Head Teacher
- Announcements in assemblies; Form Time
- Celebration on the plasma screens

Formal procedures for recognising and recording rewards

The following procedures apply to all Key Stages;

- Recognition arising from the Steps2Success System e.g. letters, Special Mentions in Year Group Assemblies
- Departmental stickers, stamps in student class books and assessment books
- Departmental formative feedback in class books and assessment books in line with the Department Feedback and Marking Policy
- Most Valuable Person (MVP) in the lesson – recorded in SIMS. Every teacher is required to award the MVP to two students in each lesson for positive contributions to the lesson; this accrues a single Achievement Point for the individual student in SIMS, and a Hall Point for their Form and Hall



- Hall Superstars – Every teacher is required to nominate two students each fortnight for a Superstar Award. These nominations are recorded in SIMS and may be awarded for outstanding work in lessons; excellent examination results; a significant improvement or development; outstanding contributions to extra-curricular activities. A Superstar Award accrues a single Achievement Point for the individual student in SIMS, and five Hall Points for their Form and Hall. Hall Co-ordinators celebrate every Hall Superstar in their fortnightly Hall Assembly and select three winners for each two week period. These three winners receive a certificate and a badge entitling the winner to an early lunch pass for a two-week period.
- Annual Celebration of Achievement Evening - Annually the Head Teacher invites students and their parents to a Celebration Evening to recognise their achievement; such invitations are based on subject nominations, MVP point totals and community achievements.

Responsibilities and Consequences

The Behaviour, Rewards & Consequences Policy is published to parents and includes rules which are enforceable, reasonable and graduated. As outlined below this policy can be applied to a variety of situations and is designed to encourage students to develop responsibility for their own behaviour.

All students should:

- Aspire to be their best at all times
- Aspire to do their best at all times
- Act sensibly, responsibly and respectfully, speak politely and listen to others
- Act to arrive on time, submit work on time and have the equipment and resources they need
- Achieve excellence whenever they can
- Achieve MVP and superstar nominations

Classroom Rules

To make it easy for everyone to learn and for the teacher to teach, students must:

- Arrive on time and bring the correct equipment
- Submit Homework on time
- Work to the best of their abilities, demonstrating expected quality, presentation and effort
- Speak politely to all, listen to others and expect to be listened to in silence
- Act respectfully towards others, do not interrupt, follow instructions straight away and be helpful
- Treat furniture and equipment with care. Students must not eat, chew or drop litter. Classrooms are for learning.
- Not sit on tables/desks
- Formally begin and end each lesson by standing silently behind their chair.



Behaviour outside the Classroom

We want our school to be a welcoming place of which we can be proud. To achieve this we should:

- Keep the school clean and tidy, placing all litter in bins. Students should only eat in designated areas.
- Walk purposefully in the building
- Wear the school uniform correctly
- Not use mobile phones, smart watches, cameras or any other electronic devices in school.
- Act safely in all recreation areas and when travelling to and from school. Keep to the left on corridors, taking care with walls, furniture and displays
- Not use offensive language or be aggressive towards another student or adult.

Consequences

Students have a right to expect fair and consistently applied consequences and a positive, respectful and consistent working environment. An appropriate consequence is one which is designed to put matters right and encourage better behaviour in the future.

Account must be taken of the student's age, any SEN or disability they may have and any religious requirements affecting them. Thus it is inappropriate to punish whole groups for the misdemeanours of a few, or to impose a consequence designed to humiliate a student. Rebukes and consequences which are differentiated solely on the grounds of gender, ethnicity or personal circumstance must be avoided.

Classroom Code of Conduct

The Classroom Code of Conduct is displayed in every classroom and outlines the responsibilities, and a consistent pattern of consequences, for a student at Sale Grammar school. This information is displayed in every room, in school corridors and in student /parent documentation including key stage handbooks.

Consequences are known, understood and agreed by all. Within a lesson the following graduated responses are applied when a student breaks the Classroom Code of Conduct:

- **C1** Verbal reminder to the student of the action expected
- **C2** An immediate consequence e.g. short lunchtime detention with the subject teacher or loss of recreation time, additional work, community tasks. C2s are entered on Lesson Monitor for parents and staff to see patterns of behaviour.
- **C3** Department detention after school until 4pm. 24 hours' notice will be given and a Conduct Log will be written and stored on the student's file.
- **C4** In the case of further misbehaviour following the sanctions above or in the case of an individual action deemed extremely serious, the student will be sent to work separately from their group as arranged by the Subject or Faculty Leader. Telephone contact is made with the student's home, a faculty detention until 4.30pm is issued and a Conduct Log written. HOPL will review the student's position across the curriculum and monitor as appropriate.

Parents can access Conduct Log information through the SIMS Parental Portal.



Conduct Logs will be reviewed by the Head of Progress and Learning and monitoring procedures may be initiated. All Key Stages make use of a tiered monitoring procedure which includes an Individual Action Plan (IAP) or a Pastoral Support Plan (PSP), which is agreed with parents and students to focus all parties on moving towards identified improvements.

School Detention

This consequence is covered by section 5 of the Education Act 1997, and gives schools authority to detain students in all Key Stages at the end of the school day. However, when arranging a detention account should be taken of the child's age, Special Educational Needs, religious requirements and parental arrangements for a child getting home from school after the detention. Where it is not possible to detain a student on the desired evening, an alternative should be sought. Whole group detentions are not appropriate.

Lunchtime detentions may be given without notice; they should be no more than 20 minutes and allow the child to have lunch.

Parental consent is not required for a detention to occur, however, after school detentions will be notified to parents 24 hours in advance by email, telephone, letter or the students Home School Communication Log. Any note to parents should say why the detention was given, when, where, and for how long the child will have to remain at school. Early mornings, Training Day, Saturday and "holiday" sessions can only be arranged with the co-operation of the student and parent and following consultation with the Headteacher.

Parental complaints about the use of detention should be addressed to the Headteacher under the school's normal complaints procedure.

The time a student spends in detention should be purposeful, aiding his/her academic studies or contributing to the school community. The teacher who arranges the detention has a duty of care to the student and he/she should be adequately supervised. Departments may arrange a rota or communal place to hold a detention. Records of after school detentions are required and teachers are asked to fill in a conduct log for each occasion in case parents bring a legal challenge in the future.

Outside School

Schools have a statutory legal power to regulate the behaviour of students on trips and visits, and when travelling to and from school. Failure to follow the Behaviour, Rewards & Consequences policy in these circumstances will also result in appropriate consequences from the school.

Confiscation

Staff have the right to confiscate a student's property which is prohibited on the premises and this is a disciplinary consequence. The member of staff will provide the student with a receipt and the item will be kept safely until collection.



Exclusion

The Headteacher has the right to issue fixed term or permanent exclusions to any student where this consequence is deemed to be an appropriate response to conduct, either in or out of school.

EXAMPLES where fixed term exclusions will apply:

- Possession of illegal substances (will be reported to the police)
- Deliberately bringing alcohol on to school premises
- Possession of an offensive weapon (will be reported to the police)
- Abusive language or aggression towards a member of staff
- Persistent defiance including failure to observe uniform rules

EXAMPLES where permanent exclusion will apply:

- Supply/attempt to supply substances (will be reported to police)
- Assaulting a member of staff (will be reported to police)
- Persistent bullying/racial abuse/physical aggression (may be reported to police)
- Possession of an offensive weapon with intent to use (will be reported to the police)
- When the health and safety of members of the school community is at serious risk
- Failure to modify behaviour in response to previous fixed term exclusions

Consideration of an individual's needs and the circumstances of the misdemeanour itself are taken into account, when applying the Behaviour, Rewards and Consequences. Consideration of an individual's race, gender, religion and culture, Special Educational Need and disability are balanced against the impact of the misdemeanour on the school population as a whole. Senior staff have the legal power to search a student without their consent for any item prohibited by the school – this includes the files of an electronic device and delete files if they think it is appropriate.

Other Breaches of the Behaviour, Rewards & Consequences Policy

The following further EXAMPLES will be regarded as a breach of the Behaviour, Rewards & Consequences, and could result in permanent/fixed term exclusion or internal isolation. In all cases, parents will be informed.

- Any form of bullying, including sexist, racist behaviour
- Improper use of technology e.g. computers, mobile phones
- Physical / verbal aggression
- Theft or receiving stolen property (police may be informed)
- Damage to property (student/parent will be expected to pay, police may be informed)
- Unacceptable language
- Disruptive behaviour in and out of the classroom
- Persistent failure to respond to sanctions
- Possession of obscene materials
- Inappropriate behaviour outside school



Failure to Meet Homework Requirements

See our Homework policy; a copy is available on the school website.

Supportive Systems for Students

Monitoring can include the use of whole school report cards, counselling services, Pastoral Support Plans, Individual Action Plans, Parents Meetings, lesson monitoring/intervention and Sixth Form intervention processes. It is hoped these support systems will improve student conduct and achievement but they may also lead to external agencies and, in extreme cases, exclusion.

Personal Property

Items of value should not be brought into school unless there is good reason and in which case, they should be given to staff for safe keeping. Care of money and valuables is the student's responsibility.

Students must not bring to school: knives, matches, lighters, aerosols or unacceptable substances such as cigarettes, electronic cigarettes and alcohol.

Students must not use in school: mobile phones, cameras of any kind or any other electronic devices. Such items will be kept safely until collection, should there be a need to remove them from the student.



Uniform and Appearance Policy

Our aim is to work together to continuously improve standards of uniform in order to develop: an ethos of respect and consideration; a sense of community; self discipline.

The Uniform and Appearance code is based on the following key principles:

- The school will not discriminate unlawfully on the grounds of religion, sex, race, disability and sexual orientation in determining and applying its uniform and appearance code
- The school will act reasonably in accommodating religious requirements, providing they do not pose a threat to security, safety and learning, or compromise the well-being of the whole school community. Where individual requirements have an impact in any of these areas, the Headteacher in consultation with the Governing Body, will take appropriate action
- The health and safety of students is paramount
- The school is a safe and secure environment for all members of the school community
- Uniform and appearance do not interfere with teaching and learning
- The need to promote a strong and cohesive school identity that supports high standards, and a commonality which ensures harmony and a shared sense of purpose
- That the cost of uniform should not prevent any student from applying to the school or attending the school
- In circumstances of financial hardship and on written request to the Headteacher, a contribution to the cost of uniform will be considered
- The school will also act reasonably in applying the Code by taking into account any permanent or temporary medical conditions which may constrain the wearing of certain items of uniform. In such circumstances, the Headteacher must be informed in writing of any such circumstances

The following items of uniform are compulsory

Boys

- Black school blazer with school badge *
- Black trousers
- White school shirt (not a leisure shirt)
- School clip on tie-which must be worn at all times*
- Black/grey/white socks
- Black sensible shoes (trainers, sport/leisure shoes, canvas shoes and boots e.g. Doc Martins are not allowed)



Girls

- Black school blazer with school badge*
- Black tailored trousers without manufacturer or designer logos, comfortably and loosely cut
- Black straight skirt with identifying purple piping on pockets or SGS logo on skirt* OR
- Black half-stitched box pleated skirt
- White school shirt (not a leisure shirt and not tight fitting)
- School clip on tie – which must be worn at all times*
- Black/grey/white socks/black tights – over the knee socks are not permitted
- Black sensible shoes (trainers, boots e.g. Doc Martins, high heels, platform shoes, leisure shoes/flat 'dolly' shoes, canvas shoes e.g. Converse are not allowed)

The items below are optional for both boys and girls

- Outdoor coats must be all one colour – either black, navy, grey or beige. Exceptions will be made where the coats have reflective markings as a safety measure. Denim, leather/imitation leather coats and short blouson style jackets are not allowed. Manufacturer or designer logos must not be visible.
- Black sweater with grey stripe on v-neck for Years 10 and 11*
- Grey sweater with purple stripe on v-neck for Years 7 to 9*

*only available through school suppliers

PE & Sport

It is compulsory for all students to wear the correct school/team kit when representing the school.

The following items are compulsory

Boys

Badged white sports polo with purple stitching*
 Badged black football shorts*
 Black/purple stripe reversible sports shirt*
 Badged ½ zip sweat top*
 Sports socks with school lettering*
 Plain white sports socks
 Football boots
 Trainers
 Plain black jogging bottoms or track pants are optional when outside
 Plain black or white skins (base layers) are optional when outside

Girls

Badged white sports polo with purple stitching*
 Badged black sports skirt*
 Black fitness shorts*
 Badged ½ zip sweat top*
 Sports socks with school lettering*
 Plain white sports socks
 Trainers
 Plain black jogging bottoms or track pants are optional when outside
 Plain black or white skins (base layers) are optional when outside

***These items are only available through school suppliers**



Students are advised to wear shin pads for rugby and hockey lessons and must wear them for football lessons, practices and games.

Well-fitted gum shields are **strongly** advised for rugby and hockey. These can be ordered from school.

Long hair must be tied back. Plimsolls or canvas pumps are not acceptable footwear for PE lessons.

Any students who participate in sporting activities and suffer from any medical condition that requires medication e.g. asthma sufferers requiring an inhaler, must ensure that it is brought to all PE activities and is labelled with the student's name.

All uniform must be named.

All uniform items, apart from sportswear, can be purchased from John McHugh. Sportswear can be purchased online from Kukri. Our suppliers' addresses and contact details are as follows:

John McHugh

The Old Post Office

10 King Street

Streford Mall

Streford

M32 8AE

Tel: 0161 865 3142

Web: www.johnmchughschoolwear.co.uk

Opening hours: Monday- Saturday 9.30am – 5.30pm

Sunday: 11.00am – 4.00pm

Kukri Sports

Web: www.kukrisports.co.uk/teamshop/sale-grammar-school

PE kit suppliers Kukri GB Ltd operate a pop-up shop for sportswear/PE kit on one day of each school holiday, at Sale Grammar School. Notification of dates will be sent to parents by email.

If you have an enquiry about any aspect of school uniform, please use our contact form on the website and select school uniform from the recipients list.



General Appearance

- No jewellery is allowed e.g. earrings, rings, bracelets, necklaces, wrist bands, except a wristwatch, NB. smart watches are not allowed. Facial piercing and tongue studs are not permitted nor are any other piercing which is visible at any time including in PE / Sport e.g. on arms and hands. Visible tattoos are also not permitted.

Unconventional hairstyles, closely shaved heads, patterned hair styles/eyebrows or unnatural colouring of hair or different colours in one style, are not acceptable. Long hair which presents health and safety issues must be tied back.

- Headscarves should be plain black
- Make-up including nail varnish, gel and acrylic nails are not allowed.
- No hoodies are allowed.
- Students carry considerable weight to and from school and sometimes during the school day. The school bag should be a dark colour and as plain as possible, with sturdy straps. We advise a strong, waterproof rucksack variety. Fashion handbags and sport shoe bags are not appropriate.
- Students may wear items of their own choosing for the prescribed Charity Day. However, dress must be sensible, not present health and safety risks and conform to standards of decency expected in a school environment. No jewellery is allowed.

Breach of the Uniform and Appearance Policy

- It is the duty of all teaching staff and support staff (when supervising students) to enforce the Uniform and Appearance Policy throughout the day.
- Where a student is deemed to be in breach of the Uniform and Appearance Policy, by failing to wear an appropriate item, they may be asked by the Headteacher or a person authorised by the Headteacher acting on his/her behalf, to return home, dress correctly and return to school (depending on the reason for the breach). Parental permission will be sought before students in Years 7 to 11 are sent home. Where this is not possible and where a replacement item cannot be provided by the school e.g. loan tie from Student Services, the student may be isolated on that day. Where purchase of an item of uniform is required account will be taken of order/purchase time (no more than a week).
- Failure to comply with any request to act within 24 hours, where this is reasonable, will result in parental contact. Should the situation continue after parental contact, then this will be interpreted as intentional defiance of school rules and may result in a fixed term exclusion.
- Where any student persistently breaches the Policy, then this will be deemed to be intentional defiance and may result in a fixed term exclusion.

Key School Policies

Key school policies are available on the website.



Health and Well-being

The School Nurse

The school nurse is available in school one day a week. She runs a drop in service during break on this day for those students who would like to seek advice. She will see all students within the school at some point for example to check for colour blindness and to give immunisations. If you have concerns regarding the health of your child or recent problems that your child may have experienced (for example, bereavement, diagnosis of illness within the family), it is possible to request an appointment for your child, or yourself, to discuss how the school can support your family. You may also request to see the school nurse with your family.

Counsellor Service

We currently offer a service for students whereby they can request an appointment, or series of appointments with the Counsellor. This offers students the opportunity to work through school or personal issues, and offers impartial guidance. You may also request to see the Counsellor with your family.

Peer Mentoring

Students sometimes need support from young people. We train students in Years 8-11 as peer mentors who can help with general support issues, i.e. organisation, friendship issues, and students in Year 12 as academic mentors. Peer mentors are attached to Year 7 forms. If we feel that your child would benefit from academic mentoring we will inform you.

Medicines

- Please inform us if your child has any long term medical needs such as asthma, epilepsy, diabetes, or allergies to nuts.
- It is important that medical information is shared with school and that we are informed of any health and medication changes.
- Students who suffer severe allergic reactions and are prescribed an Epipen by their doctor will be asked to provide an Epipen in a clearly labelled box including the expiry date, which will be left at Student Services. The student should keep a second Epipen on them as advised by their doctor. Parents are responsible for updating the Epipens as required. The school nurse will train staff volunteers in the use of Epipens.
- Staff are unable to administer medicines within school.
- If it is necessary, on doctor's advice, to take tablets in school hours, they should be handed to the staff in Student Services for safe keeping and collected at the beginning of break, or lunch time. No other tablets should be brought into school. This should be clearly labelled with the student's name, and the correct dosage to be taken.
- Please ensure all medicines and inhalers are clearly labelled with your child's name and are within expiry dates.

Illness

Students feeling unwell in school should try to remain in school until the end of the day. If the student does not feel capable of continuing, the subject teacher should be informed. The student will be sent, with a note in their HSCL, to Student Services. A designated member of staff responsible for assessing student's medical status will decide on the appropriate course of action,



including contacting parents. Please ensure all contact information held in school is up to date by regularly checking your information on the SIMS Parental Portal App. Changes to your child's personal data or your own can be amended in the App.

If your child has been in contact with Scarlet Fever, Rubella, Diphtheria or Meningitis, they must be kept at home and the Headteacher informed.

Fostering excellent relations

Our school believes that every individual, irrespective of their, gender, ability / disability, colour, culture, ethnic origin and creed has a unique and valuable contribution to make to our school community. Our aim is to enable all students to reach their full potential within a supportive learning environment. All staff take responsibility for implementing equality policies and fostering an atmosphere of mutual respect and trust. The taught curriculum challenges stereotypes, racism and promotes cultural diversity.

General Information

A calendar of the main school events including holidays are included on the School website. Upcoming school trips are also available on the school website for your future planning. **Do not take holidays during term time.**

All homework will be communicated electronically to students and parents through the Show My Homework online system. A letter containing more details regarding this can be found on the Year 7 transition website found on the school's own website.

Each student will be provided with a Home School Communication Log (HSCL), which should be carried, along with a copy of your child's timetable, in a small plastic wallet which fits into the school blazer pocket. The HSCL is one of the methods of communication we use to improve the link between home and school. Email communication may be more appropriate and at the start of term, you will be provided with the email address of your child's Form Tutor and Head of Progress and Learning (HoPL). Whenever a comment is recorded on the Home School Communication Log, we ask that you acknowledge receipt of the comment by signing the log. If you need to use the HSCL to message the school, we will ask the Form Tutor to sign to acknowledge as a receipt too. If a student loses their HSCL, students should see their Head of Progress & Learning.



Parental Involvement in Learning

We shall inform you, in writing, three times during the year about the progress of your child, as well as holding an annual Parents' Evening to give you the opportunity to discuss your child's progress with subject teachers.

	Autumn 2019	Spring 2020	Summer 2020
Year 7	Interim Report	Full Report	Interim Report

It is also possible to arrange an interview with the Head of Progress and Learning, Mr T Brittain (Deputy Headteacher) or Mr M Smallwood (Headteacher). A telephone call will help us to decide a mutually convenient time.

If we are worried about your child we will contact you.

School Organisation

Form Groups

- Most classes are taught during Year 7, 8 and 9 in form groups. In Year 7 the current exceptions are PE, and Design and Technology.
- Forms are mixed ability.
- Some subjects may set the students according to their ability from Year 8.
- Students register in the morning as a Form with their Form Tutor who is the main point of contact for the academic and social welfare of the student.
- Any concerns, or relevant information regarding a student's progress should be identified to their Form Tutor in the first instance by telephoning school, emailing the school office, through a note in the students' HSCL, or by written correspondence.

Assembly and Religious Education

Weekly Assembly alternates between a Year Group Assembly and a Hall Assembly. Religious Education is taught according to a non-sectarian scheme, which has been approved by a committee representing the local community. If you have conscientious objections your child may be withdrawn either from Religious Education lessons or assemblies, or from both school activities. **Parents who wish to exercise this right must present a written request to the Headteacher.**

Lockers

Each student will be allocated a locker space in which they can store their books, coats and PE kit between lessons. The students can obtain the use of a locker with a payment of £6.00 via



ParentPay.

Timing of the school day

Morning school starts at 8.35am, afternoon school at 2.15pm.

- There is no access to the school buildings prior to 8.00am. In order to safeguard students between the times of 8.00am and 8.30am, students can only enter the school buildings through the Student Services entrance.
- Students who are on the school premises before 8.35am may go to the Refectory. Breakfast can be purchased between 8.00am and 8.30am.
- Lessons finish at 3.15 pm. Students should leave the school premises within 15 minutes of the dismissal bell, unless they are supervised by a member of staff. Students are supervised until 5.00pm in the Library, Monday to Thursday and until 4.00pm on Friday.

Lunch and Break Time

The School Refectory

The School Refectory is open for students at three times during the school day: before registration, at mid morning break, and at lunchtime. Food and drink are available to purchase at these times. Water is also available from a number of water coolers around the school.

The school is very proud to endorse a healthy diet. The kitchen will provide healthy options such as fruit, pasta and vegetables, instead of crisps, chips, sweets and chocolate. We hope that you will take our healthy eating strategy into consideration if your child chooses a packed lunch. Students must not bring fizzy drinks or confectionary into school.

ParentPay

We are a cashless school. Parents are required to maintain their child's dinner money through their ParentPay account. Students have the facility at Student Services to check their balance prior to using the Refectory. **Parents must ensure that their child has sufficient funds in their ParentPay account to purchase food as we are unable to offer a loan service.**

Lunch arrangements

- The Refectory serves a wide range of foods and it is worthwhile discussing with your child how to make sensible choices.
- Students have the option of having a school meal, using the hot pasta bar, using the sandwich bar, ordering a packed lunch or bringing sandwiches.
- Students must have written parental permission if they wish to go to their own home for lunch.
- Students wishing to change their lunch time arrangements may only do so at half term or end of term with a written request from parents/carers.
- All items of food and/or drinks must be consumed in the Refectory or Quad. Students must not consume food and/or drinks in their form rooms or around school.
- Students are the responsibility of the school during lunch time and **must not** leave the grounds without permission.
- Students are given 55 minutes for lunch.



- No student is to leave the school premises to buy food.

Packed lunches

- All packed lunches must be eaten in the Refectory or Quad.
- No flasks or glass bottles etc. may be brought to school. We are unable to store breakable items. Water is available and there is the opportunity to buy soup and hot and cold drinks from the Refectory.
- If a student forgets their packed lunch, you may bring it to our Main Reception. It will be taken to Student Services for your child to collect.

Free School Meals

If your child currently receives free school meals at their Primary School please visit our Free School Meals page on the school website (<https://www.salegrammar.co.uk/395/free-school-meals>). It will explain what you need to do to ensure there is no interruption to free school meals on transition from Primary to Secondary School.

Anyone who believes their child is eligible for free school meals can also visit the website where it will explain what you need to do to submit an application.



School Attendance

- Students must attend school regularly. We expect parents to make every effort to avoid any disturbance to a student's studies. Holidays should be carefully planned so that no time is lost during the term and regular appointments e.g. dental or medical should be made in holiday time or after school whenever possible.
- **A written request to School should be made at least four weeks prior to any known absence.** A leave of absence form must be completed and returned to Student Services or emailed to adminteam@salegrammar.co.uk for authorisation by the Headteacher. Leave of Absence forms can be downloaded from the school website or collected from Student Services.
- Teachers are not obliged to set or mark work for students on holiday.

Please note that an absence can only be authorised by the Headteacher. In determining whether or not to authorise an absence, due regard is paid to DfE guidance issued to schools as to what would constitute an authorised absence. Detailed information on attendance can be found on the Department for Education website.

- Regular dental or medical appointments should be arranged outside school hours whenever possible.
- If it is absolutely necessary to attend an appointment during school hours, students must bring an appointment card or note from home which should be shown to their Form Tutor or Subject Teacher and a signature obtained, before being presented to Student Services when signing out. You may also email absence@salegrammar.co.uk to inform the school of any medical or dental appointments. Students must remember to sign in at Student Services when they return.
- Students arriving at school **after** the registration period, must sign in at Student Services and collect a late slip stating the reason for lateness. Students who are late to school will receive a 20 minute lunchtime detention on the date of lateness.
- If a student is absent because of illness, **the staff in Student Services should be informed by telephone on 0161 973 3217 or email (absence@salegrammar.co.uk) on the first day of absence** before 9.15am (alternatively you can press 2 for student absence and leave a message). Any absence for which no note is received will be recorded as an unauthorised absence. If a note is not received within three days of absence it may lead to action being taken by the Head of Progress and Learning and the Student Services Officer.
- The school Student Services Officer monitors student attendance.



Administrative Items

Information you will need to give the school

Please do not send your child to school if he/she is ill. It is essential for your child's sake that you provide us with **two emergency telephone numbers** and inform us of changes as and when they occur. This can be done via the SIMS Parental Portal. If a parent cannot be contacted, students in need of treatment may be taken to hospital. It may distress your child if we are not able to contact you.

If your child suffers injury resulting in limited mobility i.e. leg or spine injuries, you must contact school prior to your child returning. We are required to complete a risk assessment which includes a medical certificate/letter from your doctor clarifying that the student is safe to be in school. We advise requesting such a letter at the time of the visit to hospital in order to minimise any delay in return to school.

Changes of Address or Telephone Number

Please notify the school office via SIMS Parental Portal or in writing to office@salegrammar.co.uk, of any changes of address, telephone number or emergency contact number. This is often overlooked when changing jobs, job location or moving house. Please make every effort to inform the school of such changes.

Special Educational Needs

Please provide Mr Crampton, the Special Educational Needs Coordinator, with any information or history which will help us to support your child.

Correspondence

All letters should be addressed to the Headteacher, unless they are in response to a communication from another member of staff and should have the student's name and form at the top of the letter.

Withdrawals

A term's notice of the withdrawal of a student from school must be sent in writing to Mrs H Bentley, Admissions Officer.

Court Orders/Restricted Access

If there is a court order affecting access or restricted access, please let us have sight of the original documents so that we can keep a copy for our records. Government regulations require us to record the names and addresses of both natural parents if a student is living with a step-parent.



Safety and Security

Use of Images in School

For the protection of all, students may not bring cameras or videos into school without prior permission from the Headteacher. This includes both digital and traditional cameras.

Images can be used in school for a variety of useful reasons including:

- Information or identification e.g. student photographs on the School Information Management System.
- Curriculum e.g. PE coaching, trips abroad, visits, coursework, displays, practical moderation for assessment purposes, continued professional development.
- Marketing and publicity e.g. prospectus, web site, Open Evening, newsletters, Newspapers.

Prior consent will be sought via the Year 7 Welcome booklet - Engaging Parents through ICT consent form. Images will be kept in a secure place.

Computer Access

- All parents and students must read the Acceptable Use of ICT Agreement. Each student has their own username and password to the school computer network, which should not be shared with other students.
- Access to websites is restricted for students' protection. All students are monitored whilst logged into the school network, and internet access is tracked daily.
- When logging onto the school network, students agree for their own protection not to access games sites etc. Infringement of the agreement results in access privileges to the school computer network being restricted for an agreed period of time.
- Students have the facility to access a Virtual Remote Desktop computer from their home computer which allows them access to their school network file areas and a variety of school network software, details of which can be obtained from the ICT department.

Cyber bullying advice

- The misuse of social media can cause misunderstandings that impact on day to day schooling.
- We do not encourage the use of social media, and would ask that parents monitor their child's use.
- Links to support parents and students on internet safety are available on the school website.

Parents visiting School

- All visitors to the school must report to Reception and remain in the Reception area until met or authorised to proceed to a designated area. The Receptionist will register the visitor and provide a visitor's badge.
- To avoid disappointment please make an appointment with a member of staff before coming to the school. He/she may be teaching and will not be able to leave a class to see you.



- If you have a complaint or a concern about the way a member of staff is dealing with a situation, please get in touch with the Headteacher directly by letter or through his Personal Assistant. If you make an appointment to see the Headteacher, it is usually helpful if he can have some idea of the nature of the problem in advance. If, for any reason the Headteacher is not available, another member of the Senior Leadership Team will be available to act on his behalf.

Telephone

- The school telephone number is 0161 973 3217. There is only one telephone line so please be patient, especially first thing in the morning.
- If students need to contact home for any reason during the school day they should go to Student Services.

Use of School and Grounds

- During break and lunch time there are duty staff available to supervise students.
- Students are allowed access to their form rooms at lunch time to sit quietly. If students are unable to treat the form room with respect during their break and lunchtime, this privilege may be removed from them for an agreed amount of time.
- There is access to outside for students at the rear of the school, and in the Year 7, 8 & 9 Quad during fine weather.

Out of Bounds Areas for Students

For the safety of students there are areas of the school that are out of bounds:

- The main entrance and the area between the Cycle Shelter and the Sixth Form/English Block.
- Practical rooms, Sports Hall, Gym and PE Lab unless a member of staff is present.
- Students must not climb on school buildings, or over boundary fences.
- Ball games are permitted in designated areas.
- When crossing the car park/drive way students are required to walk to the side and use pavements.

Loss or Damage

Charges are made to cover loss of, or damage to school equipment, furniture or buildings.

Forgotten items

If your child forgets an item e.g. packed lunch, PE kit or project, please bring the forgotten item to Main Reception clearly labelled. The office can only contact students during the day for important or emergency situations, so we require them to collect their property from Student Services.



Transport

Cars

Please do not attempt to drop your child at the main school gate or drive into the staff car park. Please drop your child at a safe distance on Marsland Road, away from the entrances and bus bays and do not do U-turns outside the school entrances. We also request that you are considerate of the local residents by refraining from blocking driveways and parking lines. This is for the safety of your child and of other children in the school.

Bicycles

Bicycles may be brought to school provided they are roadworthy. Our school encourages safe cycling and has a charter signed by the students. This also allows access to the school's storage facilities. Permission to use the facilities can be obtained from Student Services or downloaded from the school's Year 7 transition website. Bicycles should be padlocked with lights and pumps removed. Cycle helmets **must** be worn by all students on bicycles. In the interests of safety, students are not to use the main school entrance, which is reserved for staff and sixth form students only. Bicycles must not be ridden on the school premises.

Buses

The Public Transport Authorities have been informed of the times of the school day and of the number of students. They have made arrangements for the appropriate buses and continually reassess provision. There is a Sustainable Travel Map produced especially for Sale Grammar School available on the school website. Behaviour on buses is regularly monitored by the bus companies and school. Misbehaviour on buses can lead to bus companies withdrawing the right for your child to use their services. Bus timetables are available on www.TfGM.com (under bus times leaflet library and enter service number—can download as PDF or store on computer). For further information please contact TfGM on 0161 244 1000.

The School Minibus

It is a legal requirement that students under 12 years old who do not reach the set height restriction of 135cm be provided with booster seats when travelling in the school minibus. Please inform the school if this is the case.

School Entrances

Students should enter and leave the school premises through the Student Entrance at the beginning and end of the school day. Those students who are late should use the Student Entrance. If you need to collect your child during the school day for example if they are ill or for a pre-arranged appointment, please report to the Main Reception. They must sign out, and wait at Students Services for your arrival. On arrival back at school, your child must sign in at Student Services. Due care and attention should be paid when crossing the car park area to the school gate. There is a side entrance to the main school gates that students may use at the beginning and end of the school day.



ICT Systems and Resources for Parents

Information Technology Systems for Parents

Sale Grammar School is committed to maintain high levels of communication with parents. Our online systems and resources consist of the following:

Show My Homework

Show My Homework is an online tool to help you keep track of your child's homework. Show My Homework will allow you to see the details of the tasks your child has been set, all their deadlines and their submission status. We use this system to improve the way we communicate with parents and give you greater visibility into the homework we set. You will be provided with login details to your personal account which is linked to your child's homework calendar where you will be able to see your child's To-do List and any homework that is overdue. This system consists of an online website that can be accessed through a desktop and a smartphone app.

SIMS Parental Portal

SIMS Parental Portal is a portal that allows parents to obtain information relating to their child's attendance, assessment, behaviour, achievement, timetable and yearly reports through an online web portal. The portal can also be utilised to update the school's information management system with key information relating to your child through the Data Collection Wizard. This system also provides school calendar information and announcements. The system consists of an online web based Parental Portal and a Smartphone app.

Schoolcomms

In order that you are kept well informed about what is going on in school and in touch with all activities affecting your child, the school has a system called Schoolcomms that enables us to contact parents by email or text. You will receive newsletters, bulletins, and general letters directly to your nominated email address.

ParentPay

Sale Grammar School utilises an online payment system called ParentPay to pay for items such as school meals, trips etc. Using a secure website, you are able to pay using your credit or debit card. Parents that wish to continue paying cash can do so at their local convenience stores using a PayPoint letter with a unique barcode. Parents are allocated their own account where they are able to view a history of payments whether they have paid online or using a PayPoint letter.

School Website

Our school website, which can be accessed at www.salegrammar.co.uk, has a separate area for parental information. This area contains information relating to school trips, key policy information, travel information etc. and is updated on a daily basis.



Cashless Catering

At Sale Grammar School, we utilise a cashless catering system. Students will have a biometric login that links directly into the online payment system ParentPay. Parents will need to top up online or at a local PayPoint for school meals rather than having to give their child cash to take to school.

Information Technology Systems for Students

Sale Grammar School is committed to providing all students with facilities to access school resources while away from school. The following systems will allow this function:

Remote Desktop Services

Sale Grammar School Remote Desktop Services allows students access to a virtual school computer while connected to the internet at home. This system can be utilised on a Windows or Macintosh computer or on multiple tablet devices like an iPad. The system gives students access to their work and shared network areas so that they may work on files created in school directly at home.

A selection of software utilised in school is made available on the Remote Desktop so that parents do not have to purchase software directly to support their child's learning. Details on how to access this system are available on the school website under the 'Students' section, Remote Access.

Office 365

All students are assigned an Office 365 online account on joining Year 7. This account gives them access to email, online storage and entitles them to download a copy of Office 2016 to their home computers. Students are encouraged to access this account on a regular basis as essential information is sent to students email accounts.

Ranger Portico

Ranger Portico provides students the facility to access files they have created or are working on in the school ICT network. Students can upload files to an internet connected device, work on the file or files and then transfer the work back to the school network. This system does not require additional software and can be accessed using any computer, tablet or mobile smart phone. Details on how to access this system are available on the school website under the 'Students' section, Remote Access.

The PTA

The Parent Teacher Association

The PTA is very active and is always ready to welcome new helpers and committee members. You will receive invitations from the Association to meetings and regular notices about social and fund-raising events; please make the effort to attend and support these functions.



Sale Grammar School Halls

Our Halls were established to create four mini-communities within the School with a purpose of increasing student participation via Hall events and increasing achievement across all aspects of school life. Our Halls involve every student and staff member; each of the four Halls has its own identity and a staff co-ordinator. Each tutor group is assigned to a Hall. Once per fortnight each Hall has a vertical assembly.

The Halls structure enables a variety of achievements and skills to be encouraged and celebrated. The Hall co-ordinator works with groups of students to secure;

Participation: To celebrate and facilitate charitable activities, student voice and a varied programme of events across the year to enable students to contribute to the school community.

Self-Management Skills: To encourage independent and resourceful learners whose achievements in each lesson, fortnightly Hall assemblies and regular awards are collated and publicised and used as an example to all.

Team Working Skills: To ensure high standards in attendance, uniform, sporting and team activities which are encouraged and rewarded.

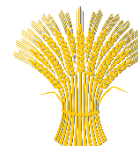
The four Halls (Carington, Deva, Massey and Salix) allow pride and identity to be developed; they link the educational achievements of the school over 100 years to its place geographically in the community.

Carington Hall Insignia: Unicorn Colour: Silver

The Carington family were one of the principal landowners in Sale, the silver Unicorn is taken from their family crest and forms part of the school and Sale coat of arms.



Deva Hall Insignia: W heatsheaf Colour: Gold
Deva is the Latin word for Chester. The wheat sheaves on the front of our school's 1911 extension refer to the County of Cheshire.



Massey Hall Insignia: Diamond Colour: Purple

The Massey family were one of the principal landowners in Sale. The black diamonds around the neck of the blazer badge Unicorn are taken from their family crest.



Salix Insignia: Willow tree Colour: Green
Salix is the Latin word for Willow, both the Latin and Anglo-Saxon origin of the name Sale is derived from the Willow tree which grew naturally next to the River Mersey and was used as a raw material.





Hall Rewards and Recognition of Achievements

In lessons

Hall Points

- In each lesson teachers can select up to **two** students as the 'Most Valuable Person' and these students will be reward with a Hall Point which will be recorded electronically.
- Hall points can be awarded for positive contribution to lessons, improvements made to behaviour and organisation and homework tasks.

Stars of the Term

- The students who collect the most Hall Points for their Hall will be acknowledged and presented with a certificate in their respective Hall assemblies as 'Stars of the Term' at the end of each term.

Achievement Awards

- Students who have consistently contributed to the school community through engagement in lessons recognised by their individual Hall Points totals will be acknowledged in the celebration of achievement evening during the summer term.

Extra-Curricular and Community

Fortnightly Superstars

- Every two weeks each staff member will have the opportunity to nominate one student as a 'Star of the Fortnight'.
- Each Hall will award three certificates per fortnight.
- The reasons for nominations may include; excellent progress or contribution in lessons, excellent assessment results, contributions to community or a club and representing the school.
- Students will receive a certificate in their Hall assembly along with a two week queue-jump for the refectory for themselves and one friend.



Beat Bullying

Everyone will feel secure and valued as members of our school community.

Everyone will develop academically and socially with confidence and without fear.

Everyone will deal with incidents of bullying quickly, effectively, consistently and with sensitivity to the needs of the individual.

Bullying Defined

Bullying is any individual or group behaviour which is intentionally unkind and which may cause physical hurt and /or emotional distress. It may involve:-

Physical actions

pushing
hitting
punching
kicking or any other unwanted physical contact

Verbal abuse

name calling
racially and sexually offensive remarks

Emotional abuse

ignoring/shunning
ridiculing
tormenting,
moving/hiding possessions
graffiti
intimidation
racial and sexist gestures and
cyber bullying

Advice

www.beatbullying.org

www.antibullyingalliance.org

Contact Details:

- Childline 0800 1111 (www.childline.org.uk)
- BullyingUK 0808 800 2222 (www.bullying.co.uk)

If you are worried:

- Stay calm and look as confident as possible
- Be firm and clear, look the bully in the eye and tell them to stop
- Get away from the situation as quickly as possible

Immediately tell an adult what has happened and consider using peer mentors for support.



Extra Opportunities

Careers Education and Guidance

As a result of the Careers Education and Guidance programme, students in Year 7, 8 & 9 will be given the opportunity to understand themselves, develop their capabilities and investigate careers and opportunities.

PSHE, Citizenship and Work Related Learning

PSHE, Citizenship and Work Related Learning is taught in rotation under the title 'Skills For Life'. Students in Year 7, 8 & 9 receive a one hour lesson per week.

Library and ICT

Students in Year 7 are introduced to the Library where ICT facilities are also available for students use. Students are able to use the Library for private study from 8.00am to 5.00pm Monday to Thursday and until 4.00pm Friday's (it is open all day including break and lunchtime).

Additional Educational Activities

All students will be offered opportunities for day visits, residential trips in the UK and sometimes abroad. If they are holiday and weekend activities, parents will be charged. We also ask parents to make a voluntary contribution in providing material for some technology subjects.

There is an expectation by the school that you will make full contribution, however, if you are unable to fully contribute you are invited to contact the Business Manager in confidence. Contact needs to be made prior to the reply slip deadline date for the visit.

Parents who receive certain benefits, in the case of residential activities, may be exempt from paying the cost of the board and lodgings. Please see the school website for further information. If at any time families experience difficulties providing uniform or paying for an activity, they should inform the Headteacher or the Assistant Headteacher.

School Sporting Activities

School sporting activities will be confirmed with at least 24 hours notice. Students are provided with the information via notice boards. Queries about these arrangements should be via PE staff or directly with the member of staff in charge. Drop off and collection places, in addition to times are vitally important and should be recorded by students in their school diaries. Students are expected to represent the school if selected.

Students selected to represent the school must automatically attend the fixture.

If they should become unavailable due to illness or unforeseen circumstances, the member of staff should be informed as soon as possible by telephone, email or letter.



Clubs and Activities

Physical Education

Athletics	Years 7 - 10
Badminton	Whole School
Basketball	Whole School
Cricket	Years 7 - 11
Football	Whole School
Handball	Years 7 - 11
Hockey	Whole School
InterHall	Whole School
Netball	Whole School
PE Lab Fitness	Years 9-13
Rounders	Years 7 - 10
Rugby	Whole School
Table Tennis	Years 7 - 11
Tennis	Whole School

Music

Concert Band	Whole School
Swing Band	Whole School
String Group	Whole School
Young Voices	Years 7 and 8
Senior Choir	Years 9 – 13 including Staff
Guitar Ensemble (Classical & Acoustic)	Whole School
Boys Choir	Whole School
Production Band	October - February Whole School by invitation
Brass Group	November – December Whole School

Clubs

Key Stage 3 Book Club	Years 7 – 9
Key Stage 3 Creative Writing	Years 7 - 9
Christian Union	Whole School
Annual School Musical	Whole School
KS3 Drama Workshop	Years 8 – 9
Year 7 Drama Club	Years 7
Dance Workshops	Years 7 – 9
Bollywood Dance	Years 7 – 9
SPaG Club	Years 7 -11
Rainbow Club	Whole School

Educational Opportunities

Library	Whole School
Language Laboratory	Open to all students at lunchtime
Theatre Trips	See English Notice Boards



Year 7 Curriculum

ART

The Art and Design department at Sale Grammar School strives to provide an environment within which young people can explore their creativity and learn skills that enable them to express and communicate their ideas visually. Structured projects allow learners to build skills and confidence, enabling them to develop their work with increasing independence.

In Year 7, 8 & 9 students learn to:

- investigate sources including analysis of artist reference
- refine work through experimentation of ideas and media
- record ideas, observations and insights
- complete final outcomes

DESIGN & TECHNOLOGY

Year 7, 8 & 9 Design & Technology is essentially a practical subject delivered through a combination of short tasks which focus on a specific skill or activity, and longer more challenging projects where students design and make products using a range of materials.

The Year 7, 8 & 9 programme of study is designed to provide students with the opportunity to:

- use IT to support the collection of research material from a variety of sources.
- develop planning and communication skills.
- use graphic techniques and CAD to explore, develop, model and communicate design proposals.
- work independently and within teams.
- work with tools, equipment, materials and components to produce quality products.
- acquire an interest in and enthusiasm for designing, making and product innovation.
- develop inquisitive and enquiring minds.
- review and evaluate their own work and the work of others.
- use IT tools to draft and refine information, and create good quality presentations.
- develop their awareness of the social, economic and moral consequences of computer technology.



DRAMA

In Key Stage 3 Drama lessons students develop key terminology through practical based workshops, in which they explore a variety of performance techniques, styles and genres. Activities are designed to build confidence and equip students with the skills required to address a wide range of audiences. During Year 7, students usually perform in front of their peers within an ensemble then become more independent and perform as soloists towards the end of Key Stage 3. Currently the curriculum consists of:

- Year 7: stageONE (building skills and vocabulary); Pantomime (exploring genre); stageFRIGHT (exploring style)
- Year 8: Shakespeare Staged (introduction to a range of his plays); Free! (working with scripts); Musical Theatre (exploring genre)
- Year 9: warHEAD (devising from a stimulus); John Godber (practitioner study); DNA by Dennis Kelly (working with scripts); Devising Drama (extended project); Public Speaking (consolidating KS3 skills)

Key Stage 3 Students become strong reflective learners and regularly assess their own performance and the work of others. The skills acquired at Key Stage 3 provide an excellent foundation for those wishing to pursue the subject at GCSE and A-level, of which school currently delivers the AQA specification. Students' learning is supplemented by an exciting range of Drama and Dance Extracurricular Activities consisting of:

- Annual School Musical (the 2020 musical will be 'Les Miserables')
- KS3 Drama Workshop (Year 8-9)
- Year 7 Drama Club
- Dance Workshops (one each for Years 7, 8 and 9)
- G&T Dance

The Drama department regularly holds public performances throughout the year and students have the opportunity to be a part of the following:

October:	Sale's Got Talent
December:	Year 11 Devised Pieces
January:	Year 13 Devised Pieces
February:	Les Miserables
March:	Year 10 Devised Pieces
March:	Year 11 Extracts Examination
March:	Monologue Slam
April:	Performing Arts Talent Evening
May:	Year 12 and 13 Drama Extracts Examination



ENGLISH

In Years 7 and 8, students are taught in mixed ability form groups. They follow Programmes of Study based on the National Curriculum for English. These are designed to develop knowledge, skills and understanding in oral work, written work and reading. In Year 9, students will be reorganised to prepare them for group changes at Year 10-11.

Oral work takes the form of individual talks, group work and class discussions over the course of the three years. The activities undertaken will include: listening and responding to the views of others; describing experiences; dramatic role play, expressing opinions and articulating personal feelings. Students will also enhance their drama skills by studying scripted plays and working on improvisation.

As well as reading and studying prose, poetry and plays, students will be dealing with other modes of writing such as autobiography, newspaper reporting and travel writing. The range of works they study will include both modern texts and those produced prior to 1914. Students will be encouraged to explore their own reading preferences and to develop personal tastes. It would be helpful if students could be provided with a dictionary to be used in all subjects.

In written work, the emphasis will be on providing a range of contexts to enable students to write effectively for a variety of purposes and audiences. These include: expressing personal views and feelings; writing stories; poetry; reporting information; presenting and discussing ideas in an argumentative framework; letter writing and play writing. Students have access to ICT within English, where word processing and on-line research skills will be developed. There is a set of laptops available for use during lessons and all rooms in the English Block have a projector/interactive whiteboard.

Emphasis will be placed on the accuracy of writing in terms of punctuation, grammar and spelling.

Assessment in English is continuous; students additionally complete half termly assessments. There are, however, formal examinations at the end of Years 7, 8 and 9. Students are given the opportunity to go on theatre trips as appropriate.



FRENCH

During the first three years of the course students will develop the skills, knowledge and understanding required to operate confidently in a range of everyday situations in a French speaking country. They will be able to talk and ask about friends and family, homes and daily routine, pets, hobbies and holidays for example, and the skills acquired will allow them to apply their knowledge effectively and appropriately.

A variety of resources are employed to allow students to progress in the four skills of speaking, listening, reading and writing. Students will have opportunities to work independently, in pairs and in groups. A variety of computer based resources, in addition to audio materials form an integral part of the teaching and learning.

Achievement and enjoyment are fostered through clearly defined tasks and attainable objectives. Regular assessment throughout motivates students and provides clear evidence of the progress they have made.

GEOGRAPHY

Geography in Year 7, 8 & 9 provides students with a varied, challenging and interesting curriculum. We aim to deliver creative and relevant lessons using up to date material which encourages students to think geographically.

Year 7: Why Geography? Geographical Skills, The British Isles, Tropical Rainforests, Glaciation

Year 8: Weather & Climate, Energy, Tectonics, National Parks, Geographical Borders

Year 9: Cold Environments, Africa, Manchester, Hazards, Globalisation

Assessment: Using a wide variety of teaching methods and resources the Year 7, 8 & 9 course aims to increase the students' knowledge and understanding of places and the processes which operate in the world. At regular intervals during the course, units of assessment will take place which are common to all classes. These assessments will form the basis for decisions which are made about the progress of students in Geography.

By the end of the Year 7, 8 & 9 course the students will have been introduced to the following skills:

Map work skills: The ability to use and interpret maps at a variety of scales.

Observation and fieldwork skills: The ability to observe features of the landscape and record them accurately.

Use of resources: The ability to make effective use of atlases, maps, texts and a range of secondary sources such as photographs, satellite images and other sources.

Language: The ability to use an extended geographical vocabulary to explain geographical patterns and change, and to investigate relationships.

Fieldwork: Will be undertaken by each year group to enhance their geographical knowledge and understanding, and develop their enquiry approach.



HISTORY

History in Year 7, 8 & 9 is taught in a lively and interactive manner. We believe that students achieve their best when they are actively involved in their own learning, to develop their understanding and interest in the subject. All students are taught in form groups and follow a course that reflects the knowledge, skills and understanding of the National Curriculum through a thematic approach. We aim to teach the students a varied curriculum that creates enthusiasm and interest by introducing students to a wide variety of periods and events.

In Year 7, students study the Romans and Medieval Realms in Britain as well as the British empire, migration and its impact. In Year 8, students study the Tudors and the Stuarts, the Industrial Revolution 'social' History, studying the relationships between the state and the people and history of democracy in England. In Year 9, we focus on key events of the twentieth century, such as the First World War, Hitler's Germany in the 1930s (including the Holocaust) and the Cold War. Year 9 also have the opportunity to participate in a residential trip to the battlefields in the autumn term.

Students are assessed against the school's expectations three times during the year to help them identify the next stages in their own learning and provide regular indication of progress. At all times students are encouraged to think about the past, express their ideas and follow up interests. To ensure this, the department is always exploring new ways of presenting topics, and has a commitment to both fieldwork and ICT based learning.

MATHEMATICS

Facilities

There are eight Mathematics classrooms situated within the Arts and Mathematics block. All of these rooms are equipped with interactive whiteboards. The Faculty has a laptop trolley and a Computer Suite available for use by students in Mathematics and Computing lessons.

Year 7, 8 & 9

In Year 7, 8 & 9 Mathematics, the Faculty aims to build on students' success in previous years. The Faculty has fully implemented the Year 7, 8 & 9 Strategy for Mathematics, aiming to achieve the objectives for able students. There is a strong emphasis on the development of mental and oral Mathematics skills, with a direct interactive teaching method. Calculators are used where appropriate, and some topics involve the use of computers. Investigation work is incorporated into the course, and the more able are encouraged with homework. Students work is displayed on classroom walls. Year 7, 8 & 9 students are entered for both the Junior and Intermediate UK Mathematics Trust (UKMT) challenges with notable successes each year. The Faculty also runs a thriving lunchtime Mathematics support club, and enters a Year 7, 8 & 9 team in the UKMT Team Challenge held at Manchester University.

Year 7 students are taught in forms, before setting is introduced in Year 8 (selection for Year 8 sets will be based on Year 7 examination results, AfL test results and teacher recommendations). We aim to help students gain confidence in their abilities, to work on their own or to ask for help as appropriate, to persevere with problems, and above all, to enjoy their Mathematics.



Additionally, Computing is delivered within Year 7, 8 & 9 Mathematics. They receive 1 hour of Computing each week.

The key features of the courses are:

Number:

Developing understanding of the number line; emphasizing mental methods and refining written methods

Calculating with fractions, decimals and percentages

Developing effective use of calculators, including estimating, calculating and checking

Developing proportional reasoning, including links to algebra, shape, space and measures, and handling data

Algebra:

Generalising into algebra from arithmetic

Constructing algebraic expressions and formulae and transforming one expression into another, using like terms, common factors, inverses and linear equations

Representing problems and solutions in tabular, graphical or symbolic form, and relating solutions to the context of the problem

Developing algebraic reasoning and the meaning of proof

Shape and Space:

Developing geometrical reasoning and construction skills

Developing visualization and sketching skills

Developing awareness of the degree of accuracy of measurements

Statistics:

Basing work on purposeful enquiry

Making inferences from data

Using ICT as a powerful source of data, and as a means of processing data and simulating situations

Computer Science for Year 7, 8 and 9:

In Years 7, 8 and 9 students will study various Computer Science units. These include:

E-Safety and Cyber bullying.

Computer hardware.

Game design using Scratch and Python.

Web design using HTML and Javascript.

Spreadsheets and Modelling using Microsoft Excel.

Manipulation of Images using Adobe photoshop.

Several units to ensure proficiency in the use of Microsoft Office.

Students will need their own scientific calculators, as these are used throughout the Mathematics and Computing courses. We would recommend the Casio fx-991EX Classwiz Scientific calculator.



MUSIC

Students in Years 7 to 9 are given opportunities to perform, compose and listen to a wide variety of Music using instruments (Keyboard, Percussion and Ukulele), the voice and ICT. Schemes of work aim to develop an understanding of music from different periods of musical history, different countries and cultural backgrounds.

Units of work include:

Year 7: Pitch and Rhythm, Instruments of the Orchestra, Percussion and Composition Skills, Introduction to the Keyboard, Notation reading and Vocal Skills.

Year 8: Theme and Variations, Programme Music, An introduction to Music Technology, Film Music, The Blues, Keyboard, Composition and Vocal skills.

Year 9: Popular Music of 20th and 21st Centuries e.g. Reggae, the Beatles, Minimalism, Composing using Music Technology, Performance skills including the Ukulele, Keyboard and Vocal skills.

Students are encouraged to be involved in extracurricular activities within the Music Department whether they have lessons inside or outside of school. These include Young Voices, Swing Band, Senior Choir, Concert Band, and String group. Rehearsals mainly take place at lunchtime. Students are also given the opportunity to perform in Musical Productions, Recital evenings, Concerts, local and national Music Festivals and to join the Music Department in various outings.

The Music Department offer one to one instrumental lessons at a charge to the parents. We currently have a wide range of very experienced teachers in school who teach Piano, Singing, Drums and Percussion, Guitar (Electric, Acoustic and Classical), Bass Guitar, Brass, Saxophone, Clarinet, Oboe, Flute, Recorder, Bassoon, Violin, Viola, Cello, Double Bass and Music Theory. See the attached letter for more detailed information and application form. We also organise and host ABRSM examinations in school for students usually in the summer term.



PHYSICAL EDUCATION

All students undergo a two-week baseline testing programme at the start of Year 7 to identify their level of current achievement in line with National Curriculum guidelines. This also includes a health related fitness programme.

Year 7 students follow a varied and challenging programme, consolidating Key Stage 2 work and establishing skills, knowledge and understanding relating to the Year 7, 8 & 9 programme of study. Activities are taught in units of work. On completion of a unit a numerical grade will be awarded relating to the National Curriculum Level Descriptors.

All students follow a programme of study which includes major team games, gymnastics, dance, and athletics. Through their lessons, students are taught about health and fitness, and encouraged to develop confidence in roles such as coach or umpire. Participation in PE lessons is compulsory and students must be attired in the correct kit. Shin pads must be worn for football and hockey and mouth guards are strongly advised for rugby and hockey

Students are encouraged to attend extra-curricular practices in a variety of activities and represent the school teams. The school is proud to have many successful teams who participate in a host of competitions both local and national. There is a comprehensive interhall programme in which students have the opportunity to represent their form as an individual or in teams in activities such as dodgeball, netball, football, hockey, rugby, table tennis, benchball, rounders, cricket, athletics and tennis.

RELIGIOUS EDUCATION

Religious Education is a dynamic and challenging subject within the curriculum. It involves engaging with young people in their journey for meaning and enabling them to share beliefs and attitudes with each other in a positive and sensitive learning environment. It is taught in an interactive manner and follows the Trafford Agreed Syllabus which aims to give students the opportunity to extend their knowledge and understanding of Christianity and at least two of the other principal religions in a local, national, and global context. It considers secular perspectives and offers opportunities for personal reflection and critical evaluation.

In Year 7 students will be introduced to key philosophical questions before going on to study aspects of Christianity, Buddhism and Sikhism. In Years 8 and 9 religious beliefs and practices in Islam, Hinduism and Judaism are studied. This encourages students to explore the distinctive features of religious traditions and how they influence and shape the modern world. Moral, social and ethical issues such as racism, poverty, environment and scientific and medical developments are also taught in Year 7, 8 & 9; especially in Year 9, in order to equip our students with relevant knowledge and understanding of a complex and ever changing world.

There is a minimum of three levelled assessments throughout the year and students are given regular feedback to help them to attain, if not exceed, their Target Grade. The department has good links within the community and all students visit at least one local place of worship as part of their studies.



The overall aim is to help students attain a balanced and thorough appreciation of the impact of religion on people, culture and the world. It also provides an opportunity to reflect on important questions about the meaning and purpose of life. They will develop key skills including literacy, independent enquiry, evaluation and critical analysis; together with the ability to draw their own conclusions.

SCIENCE

At Sale Grammar School Year 7 and 8 students are taught Science as a combined subject in their form groups, usually by one teacher. They will continue to build on their knowledge from Key Stage 2, developing their scientific thinking and practical skills, with particular emphasis on Working Scientifically. In each year the Science National Curriculum is followed using the Exploring Science Scheme, which is supplemented by a variety of ICT resources. Year 9 students are grouped by ability and complete the Year 7, 8 & 9 Programme of Study for Science, as well as starting the GCSE Science courses.

Sale Grammar has thirteen well equipped science laboratories which allow students to develop their scientific investigative skills and to apply their subject knowledge to experimentation. Broadening students' scientific perspective is a key aim of the Science Faculty, with a range of enrichment activities being organised.

At GCSE, students can choose between two possible routes: either studying components of Biology, Chemistry and Physics which make up two GCSEs called 'Combined Science: Trilogy'; or for those students who are very interested in the Sciences they have the opportunity to widen their knowledge further by following all three separate Science subjects, hence gaining GCSEs in each of Biology, Chemistry and Physics.

SPANISH

From the outset, students are encouraged to become active users of Spanish and the course they follow is designed to promote this objective. Their learning experience will include video, audio and computer resources, and they are also involved in games, puzzles, competitions, reading magazine articles and stories, and talking to each other in Spanish to give just a few examples.

All lessons are conducted in Spanish as far as possible. By the end of Year 7, students are able to exchange information about themselves, their family and pets, their leisure activities and things of interest to them. They have also acquired skills which will allow them to function with some independence as language learners. In Years 8 and 9 they go on to cover such areas as school, house and home, food and daily routines; they learn how to make arrangements to go out and how to use a dictionary more skilfully.

All four National Curriculum Attainment targets are addressed, and language skills are developed together with cultural awareness. Assessment is a normal and regular part of classroom activity. We hope all students will work hard, have fun and become skilful users of Spanish.

Students are asked to equip themselves with a dictionary. They should buy a Collins dictionary and nothing smaller than the pocket edition. Gem dictionaries are not suitable.



How Can Parents Help?

Whilst we encourage our students to be largely responsible for what they do, your supporting role is of paramount importance in helping with your child's education. Your interest and guidance will help to promote a positive work ethic and will help students recognise the value of their school education. We ask parents to support us by:

- **Regularly checking your child's school HSCL and signing it at the end of each week.** This way you can acknowledge that you are satisfied with the time spent on homework tasks and with the work that has been produced. The HSCL is also used as a form of communication between you and your child's teachers.
- **Regularly checking the presentation of your child's exercise books.** Written work can be checked for general presentation e.g. spelling, handwriting and lay-out. Revision work can be tested and students can discuss with you what they have done. Getting your child to evaluate their own work is important.
- **Making sure your child comes to school each day with the correct school uniform, equipped with books and materials and is on time.** Using the HSCL and packing school bags the night before can help with organisation.
- Contacting the school immediately if you feel your child is unhappy about any aspect of their school life.
- Helping us to keep your child safe by dropping off and collecting your child well away from the school gates and the bus bays.
- Promoting the importance of keeping up to date with school work and meeting deadlines.
- Giving your child lots of praise and encouragement for their successes at school. Keep reminding them that hard work does have its rewards. Show a real interest in their education.
- Promoting the value of independent reading. Ask what books your child is reading at school. Seeing other family members reading can help enormously.
- Encouraging your child to participate in extra curricular activities within school. They will make new friends with similar interests.
- Trying to create some learning opportunities at home by discussing the news, television programmes and most importantly discussing how their day went at school.
- Encouraging realistic targets and ambitions, but keeping expectations and aspirations high.



Literacy Advice

Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Every subject requires a certain degree of literacy and students are encouraged in all areas to develop their reading and writing, speaking and listening skills.

At Sale Grammar School, students are constantly reading a variety of texts and in English lessons homework is regularly dedicated to reading.

What can be done at home to develop a child's literacy?

Everyone can help with children's literacy by providing opportunities for them to read a range of texts, however long or short, of fiction and non-fiction content.

Any reading is better than none; reluctant readers are not likely to be encouraged when faced with a large novel. Instead, smaller texts - extracts from magazines or internet sites on topics that interest the child - will have a more successful result.

There are a wealth of reading resources on the internet, including websites such as www.readingmatters.co.uk which contains recommendations and reviews from both children and adults. Browsing in bookshops and online can also stimulate interest in texts which students may not have previously considered.

Presentation of Students' Work

- Headings must be underlined with a ruler.
- Work must be dated.
- Work should be marked CW: classwork or HW: Homework (or in foreign language)
- Once completed, work should be ruled off to make each piece of work separate.
- Diagrams in pencil, labels in pen.
- Students should use blue or black ink pen or biro for writing and pencil crayons for colouring.
- No Tippex to be used in exercise books / folders.
- Each student should have the following equipment:
- Pen, Pencil, Ruler, Eraser, Sharpener, Pencil Crayons, Calculator.
- One line only through mistakes.



Student Advice

These are some tips for starting Sale Grammar School from our current Year 7 students

- Stay with a group of friends then you won't get lost!
- Don't worry about your friend being in a different class as you will make lots of new friends.
- Pack your school bag the night before so you won't be in a rush the next morning.
- Don't be afraid of coming to Sale Grammar School because it is fun and you will make lots of new friends.
- Make sure you join lots of clubs to entertain yourself during lunch time and after school. You will also meet lots of new people who like doing the same things as you.
- Do your Homework the night that it is set so that it doesn't all build up.
- Don't be scared to ask the teacher if you don't understand the classwork or Homework. They will tell you what to do.
- Make sure you bring your HSCL to school every day and do not forget to check on Show My Homework.
- Make sure that your gym kit is named because there are lots of Year 7 doing gym at the same time and you might get it mixed up with someone else's.
- Make sure that you clear up your own litter at lunch time and break time in the Refectory.
- Always walk along the left hand side of the corridors as there are lots of students who are moving about between lessons.
- On your first day make new friends and see if there is anyone who has come from a primary school on their own. Let them join your group.
- If you are feeling down or upset, don't worry as there are lots of people who can help. You can speak to your friends, your Form Tutor, a subject teacher or the Head of Progress and Learning.

But most of all, be happy, safe and do your very best 😊