

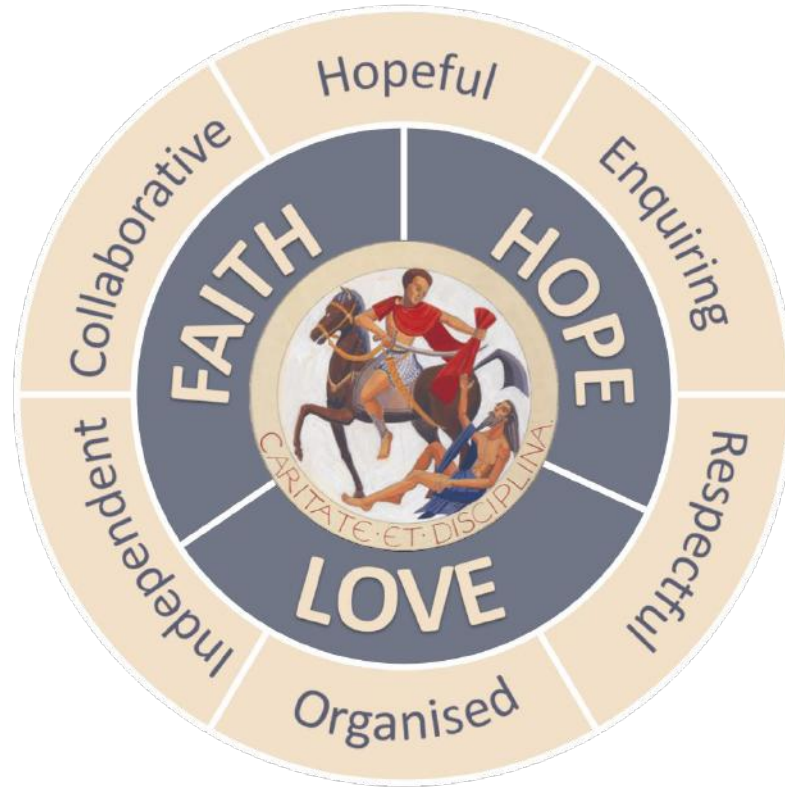


# St Martin's Family

2022 - 2023

Parents' Information Evening

# St Martin's 2022 - 2023



And now these  
three remain:  
faith, hope and  
love. But the  
greatest of these  
is love.

1 Cor 13:13

# ST MARTIN'S PRAYER



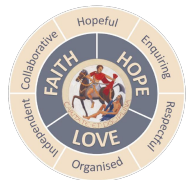
Dear God,

We thank you for your love and your promise to be with us. At school or work, at rest or play, help us to feel near to you and hear your voice.

Inspired by St. Martin's example, may we always show respect, encourage one another and serve our community. Help us to be aware of our talents, be enquiring and independent. May your gifts of faith, hope and love shine in us today.

Amen

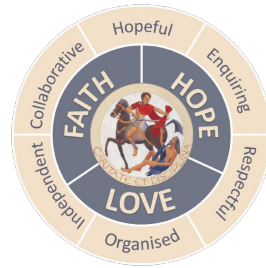
*Inspired by St Martin's School Prayer*



*And now these three remain: faith, hope and love. But the greatest of these is love. 1 Corinthians 13:13*

And now these three  
remain: faith, hope  
and love. But the  
greatest of these is  
love.

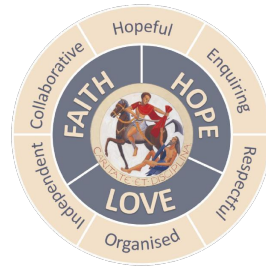
1 Cor 13:13



- ❖ **Mr Agyepong - Media Teacher**
- ❖ **Mrs Cole - Business Teacher**
- ❖ **Ms Grossett - Art Teacher**
- ❖ **Mr Naidu - Psychology and Sociology**
- ❖ **Mr Roberts - History Teacher**
- ❖ **Mr Taiwo - Science Teacher**

# Welcome New Staff

And now these three  
remain: faith, hope  
and love. But the  
greatest of these is  
love.  
1 Cor 13:13



# Our Senior Team

**Headteacher**

**Ms Okokon**

**Deputy Headteacher**

**Mrs Wilson**

**Assistant Headteacher**

**Ms Pieroulli**

**Assistant Headteacher**

**Ms McKoy**

**Head of Inclusion**

**Ms Jacquet**

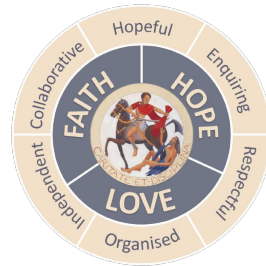
**Head of Sixth Form**

**Dr Dunkley**



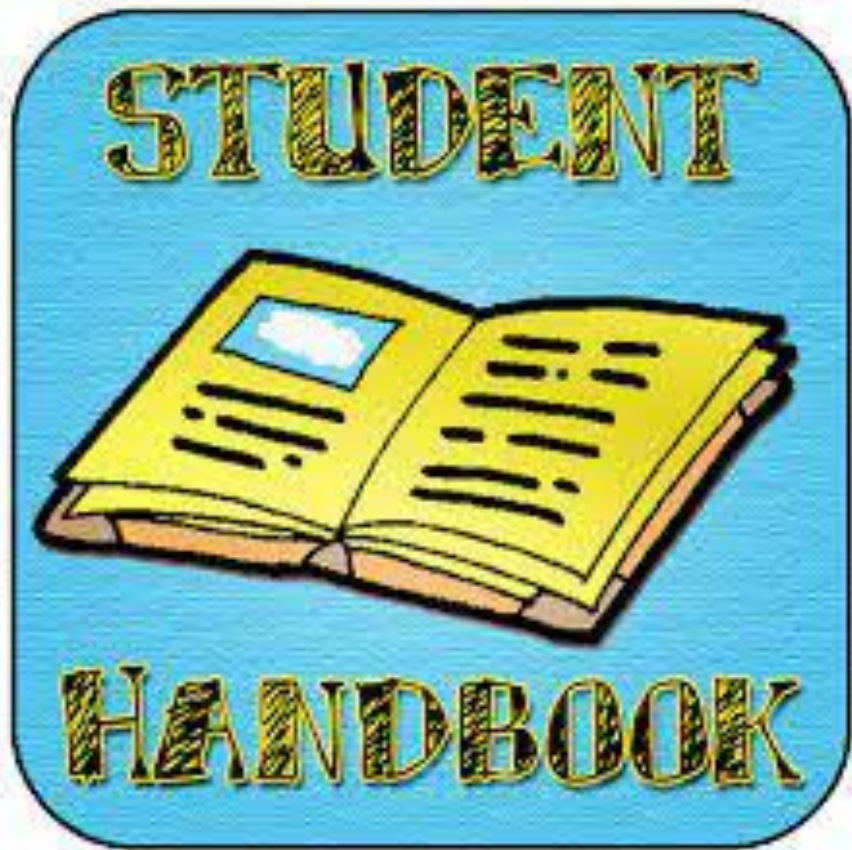
# Pastoral


And now these three  
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greatest of these is  
love.  
1 Cor 13:13



- ❖ **Ms Wilson - Deputy Headteacher in Charge of Pastoral Support**
- ❖ **Ms Hammoudi - Pastoral Lead Y12 and Y13**
- ❖ **Mr Savaujon - Pastoral Lead Y11**
- ❖ **Ms Beckford - Pastoral Lead Y10**
- ❖ **Ms Huggins - Pastoral Lead Y8 and 9**
- ❖ **Ms Sa Asiedu - Pastoral Lead for Y7**







<b>8.25 - 8.30am</b>	<b>Roll Call</b>
<b>8.30 - 8.50am</b>	<b>Tutor Time</b>
<b>8.50 - 9.40am</b>	<b>Lesson 1</b>
<b>9.40 - 10.30am</b>	<b>Lesson 2</b>
<b>10.30 - 10.45am</b>	<b>Break</b>
<b>10.50 - 11.40am</b>	<b>Lesson 3</b>
<b>11.40 - 12.30pm</b>	<b>Lesson 4</b>
<b>12.30 - 1.15pm</b>	<b>Lunch</b>
<b>1.20 - 2.10pm</b>	<b>Lesson 5</b>
<b>2.10 - 3.00pm</b>	<b>Lesson 6</b>
<b>3.00 - 4.15pm</b>	<b>Central Detention/ Extra-Curricular/ Intervention as required</b>



# Attend to Achieve

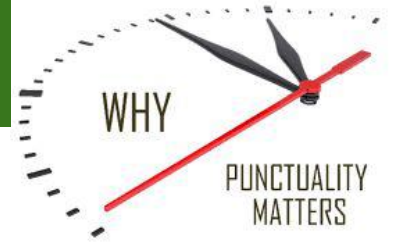
## 190 SCHOOL DAYS IN EACH YEAR

### 175 NON SCHOOL DAYS A YEAR

175 days to spend on family time, visits, holidays, shopping, and other appointments

0 days absence 190 days for education	10 days absence 180 Days of Education	19 days absence 171 Days of Education	29 days absence 161 Days of Education	38 days absence 152 Days of Education	47 days absence 143 Days of Education
100%	95%	90%	85%	80%	75%
<b>Good</b> Best chances of success		<b>Unsatisfactory</b> Less chance of success Makes it harder to make progress		<b>Serious Concern</b> Not fair on your child Court Action	

# Punctual to Achieve



## **LATE TO SCHOOL - DID YOU KNOW.....?**

**5 minutes late every day = 3 days of school lost a year**

**10 minutes late every day = 6.5 days of school lost a year**

**15 minutes late every day = 10 days of school lost a year**

**20 minutes late every day = 13 days of school lost a year**

**30 minutes late every day = 19 days of school lost a year**

# Breakfast

**Free breakfast -  
cereal and bagels**

**8am until  
8.20am  
In the Plaza**



# School Uniform

Full uniform should be worn both to and from school. If a student comes to school incorrectly dressed, the school reserves the right to send them home to change immediately or may be placed in Achievement Improvement Centre until the uniform is corrected.



# Sixth Form Dress Code:

- **Business Dress**
- **Worn at all times**
- **With Pride**
- **the school reserves the right to send students home to change immediately**



# School Uniform - Support

The School has some reserves of School Uniforms which can be purchased at a discounted price or pre-loved uniform can be obtained via a donation.

School shoes - help with school shoes can be found at Re-Sole Brixton Village

The school can support families in need - please just ask.





# UNIFORM CODE

- Wear uniform correctly with pride
- Uniform **MUST** be worn correctly with pride from the time of leaving home in the morning and returning home in the evening.
  - ◆ **SCHOOL BLAZER** to be worn at all times , including on the way to and from school
  - ◆ **SKIRT** (knee length), **TROUSERS** (Optional)
  - ◆ **White BLOUSE &, JUMPER** (brought to school at all times **MUST NOT** be tied at the back or tucked into the skirt)
  - ◆ **BLACK LEATHER LOW HEEL SHOES, PLAIN WHITE, GREY OR BLACK SOCKS** (no logos or patterns) **PLAIN GREY OR BLACK TIGHTS** (no leggings)
  - ◆ **OUTDOOR COAT** - Plain, dark coat; **NO** denim or leather
  - ◆ **BLACK OR GREY HEADSCARF**
  - ◆ **HAIR** should only be natural hair colour.

# UNIFORM CODE

The following are NOT permitted as a part of the uniform:

- Trainers or trainer-type footwear, canvas or material shoes, Leisure shoes
- Decorations of any kind on shoes
- Boots, Sliders
- Headscarves for non-religious reasons, Bonnets, Bandanas
- Patterned trainers or leisure shoes for PE will be not be accepted as school shoes
- Elaborate headbands (2 inches or more) or head scarves not in school colours
- Denim or leather coats/jackets
- Hoodies or similar **MUST NOT** be brought into school or worn to and from school

# UNIFORM CODE

**Students will be directed to remove the following:**

- Make up including lip gloss and heavy eyebrow make-up
- Nail varnish including gel/shellac polish
- False nails of any type
- False eyelashes
- Nose studs
- Other facial piercings
- Body piercings including lip, mouth, tongue or teeth
- Earrings that are not in the lobes of the ear

# CONSEQUENCES

- Directed to remove any item that breaches the school uniform policy
- Behaviour points given
- Detention given on the same day of incident
- Any breach of the uniform or showing disregard to the school uniform policy - Achievement Improvement Centre (AIC) until uniform is corrected
- Persistent breach of the uniform code - Meeting with parents/carers

# Expectations

## BEHAVIOUR FOR LEARNING

1. Being **HEROIC** and striving for improved achievement
2. Having good manners and showing respect to **all** staff and students at **all** times
3. Being ready to learn - planner and necessary equipment on desk ready for learning
4. Following instructions respectfully at the first time of asking
5. Upholding students' right to learn and teachers' right to teach

### I AM HEROIC

#### HOPEFUL

I am inspiring, determined, optimistic and scholarly. I accept challenges and make exceptional progress.

#### ENQUIRING

I want to know more, think more and do more.

#### RESPECTFUL

I am sensitive to the needs of others and self; I have a heightened sense of morality; I am culturally aware.

#### ORGANISED

I am independent and goal-orientated. I am able to plan and prioritise my work.

#### INDEPENDENT

I am able to think unassisted, confident in my academic and social capability; I work within a strong moral framework.

#### COLLABORATIVE

I have a strong sense of community; I understand the importance of courtesy and of appropriate behaviour.

### I HAVE GOOD MANNERS

"Good manners reflect something from inside, an innate sense of consideration for others and respect for self"  
Emily Post

I say  
Good Morning &  
Good Afternoon

I say  
Please Miss  
Thank you Miss  
Thank you Sir

I say  
Sorry Miss  
Sorry Sir  
Excuse me Miss  
Excuse me Sir

I remain silent,  
make eye contact  
and nod  
to show my  
understanding

I follow instructions  
without arguing,  
answering back or  
being sarcastic

I speak politely  
to others  
at all times

I put my hand up in  
class if I wish to  
make a  
comment or  
ask a question.  
I DO NOT  
SHOUT OUT

I present myself  
with dignity  
at all times.  
Body language says  
a lot.

I am considerate  
and remember  
to hold doors if  
I see others  
struggling  
with books or  
following behind.

#### DIGNIFIED BEHAVIOUR

### I AM READY TO LEARN

- 2 black pens
- 2 green pens
- 2 pencils
- Pencil case
- Reading book
- Calculator
- Coloured pencils
- Maths set  
(protractor, compasses, set squares)
- Eraser
- Ruler
- Sharpener
- Full PE Kit

- School uniform: school blazer, jumper and blouse; school skirt or trousers; low heeled black leather shoes; plain white, grey or black socks or plain grey or black tights; headscarf in plain black or grey.
- Adhere to all uniform protocols as set out in the student planner.

### SANCTIONS

*I accept that if I choose to break the school rules at any time, there will be consequences*

#### First Warning - Verbal

Reminder of 'Behaviour for Learning' rules

#### Second Warning - Noted

1-3 Behaviour points

15-30 minutes detention at the end of the school day

#### Removal to Achievement Improvement Centre

Stay in school until 4 pm on day of removal to the AIC

24-hour removal period (eg from P2 to P2 the next day)

5 Behaviour points

Restorative meeting with class teacher at the end of the day

Caritate et Disciplina



With Love and Learning

# Rewards

- ✓ Praise - in a variety of contexts (e.g. on an individual basis or during class)
- ✓ Collective or individual praise in assemblies (e.g. good behaviour during an off-site school visit)
- ✓ Written or verbal or telephone communication with home praising high standards of behaviour in the form of: Positive emails, Postcards and Certificates
- ✓ Weekly celebrations rewards in assembly/collective worship:
  - Highest achievement points
  - Improved behaviour
  - Lowest behaviour points
  - Being HEROIC
- ✓ 'Student of the Month' and 'Above and Beyond' awards worth 5 positive House points
- ✓ Non-uniform days
- ✓ End of year trips, rewarding high standards (including behaviour & attendance); see criteria below:
  - Attendance - 95% & above
  - Punctuality 95% & above
  - Behaviour points less than 50
  - Participation in extracurricular activities



# Rewards

- ✓ **Headteacher's Afternoon Tea** - Students are invited to an Afternoon Tea with the Headteacher for achieving the highest number of achievement points.
- ✓ **Headteacher's Student of the Term Awards** – Students are nominated by a member of staff and the award is sanctioned by the Headteacher
- ✓ End of Year Celebration & Rewards Assembly
- ✓ St Martin-in-the-Fields High School Celebration Evening
- ✓ Academic Awards Evening

# E Safety

- ✓ The school computers must be used in **an educationally appropriate way**.
- ✓ Always use your own login and password. Copyright and intellectual property must be respected. If rude and offensive messages are passed onto a student by email or any other electronic means, it must be reported immediately. Chat rooms, sites that are unsuitable, music and videos are not to be downloaded or accessed.
- ✓ Never agree to give out an address, phone number or other details or arrange to meet anyone over the internet.
- ✓ School regularly checks files and monitors internet use.
- ✓ Parents and students will be asked to sign an agreement with the school concerning the use of ICT facilities.

Failure to comply with the school's e safety policy may result in police involvement and/or action and parents will be notified beforehand.

**STOP  
BULLYING  
NOW**

**STAND UP • SPEAK OUT**

# Zero Tolerance for Bullying

Bullying is not tolerated at St Martin's school

Bullying may take many forms including; physical, Verbal or written, emotional, racist, sexual, or cyber. All these forms involve one or more students purposefully trying to upset another student, or do to them something that they do not wish to happen

# School Actions and Sanctions for Inappropriate Behaviour

- ✓ Central Detention – on the same day of incident, you must attend all central detentions as this will lead to 1 day internal exclusion for non-compliance with school expectations.
- ✓ Internal Exclusion – 1-5 days in AIC
- ✓ APP – 1-7 days in another school setting
- ✓ External exclusion – learn from home
- ✓ Manage move – seek alternative provision for learning- this could lead to a permanent move to another school/provision


# Classroom Sanctions for unacceptable Behaviour

	Action	Consequence
Sanction 1 Warn (W)	1st Verbal warning Students are reminded of 'Rules for Learning'	Student apologies for the inappropriate behaviour
	2nd Warning Student names are noted and they are reminded of the next step	15-30 minutes detention



# Classroom Sanctions for unacceptable Behaviour

<p>Sanction 3 Restorative /Remove (R)</p>	<p>On-Call to support colleague/ conversation held with student to get them back in lesson Remove student to the Achievement Improvement Centre (AIC) where the above is unachievable</p>	<p>Class teacher set detention and make referral to HOD Removed student remains in AIC until 4pm on the day of the incident Restorative meeting with class teacher at the end of the day Student will return to AIC the next morning 24hr exclusion from lesson is enforced; Day 1:P2- end of day 2:P2</p>
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10 Behaviour  
Points

Communication home to parents/carer with details of  
behaviour by Tutor

20 Behaviour  
Points


Communication home to parents/carer with details of  
behaviour of points by PL  
Progress Leader Detention given for 30 minutes  
Form Tutor Report

40 Behaviour  
Points

Communication home to parents/carer with  
details of behaviour points by PL  
Progress Leader Detention given for 1hr  
Progress Leader meeting with parents/carer  
Progress Leader Report

60 Behaviour  
Points

1-2 days Internal Exclusion  
Parents/carer meeting with  
Behaviour Lead/ Deputy Headteacher  
SLT Report

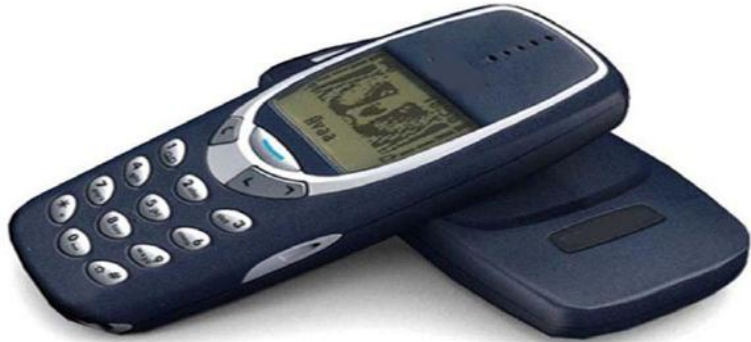


80 Behaviour  
Points

**1-2 days APP**

Continued poor or  
unacceptable  
behaviour will lead  
to:

More Serious Sanction



# Mobile Phone

- We have a **NO** mobile phone use policy at St Martin-in-the-Fields High School
- Students may bring mobile phones to school but it should not be seen or heard
- Mobiles should be switched off and in bag
- Students are not allowed to wear headphones of any type
- Using a mobile phone/listening to music is **NOT** allowed
- Gaming devices are not allowed on the school site
- Mobile phones confiscated will be returned on a Tier basis
- Students are **NOT** allowed on their phones until you go through the school gate.
- Should a Student need to call home, they do so via the main office.

# CONSEQUENCES

## TIER 1

Mobile phones/electronic devices will be confiscated by a member of staff and kept in the main office and parents informed.

Mobile phones/electronic device can be collected on the same day of confiscation after serving the detention given

Refusal to hand over the mobile phones/electronic device will result in a detention for 1hr



# CONSEQUENCES

## TIER 2

Mobile phones/electronic device will be confiscated by a member of staff and kept in the main office and parents informed

Mobile phones/electronic devices can be collected by parents/carer only after 24hrs

Detention must be served before parents/carers can collect the mobile phones/electronic devices

Refusal to hand over the phone will result in a detention for 1hr



# CONSEQUENCES

## TIER 3

Mobile phones/electronic devices will be confiscated by a member of staff and kept in the main office and parents informed

Mobile phones/electronic devices can be collected by parents/carers only after 48hrs at a meeting with the Pastoral Leader

Students will spend one day in the AIC for persistently breaking the school rule

Students are expected to either not bring their mobile phones/electronic device to school or hand the mobile phones/electronic device to the main office for 2 weeks in the mornings and collect it at the end of the day

# CONSEQUENCES

## TIER 4

At this stage students are blatantly showing defiant behaviour to the school policy

Mobile phones/electronic devices will be confiscated until a meeting is held with parents/carers with a member of the School Senior Leadership Team

Students will receive further sanctions

# GCSE PUBLIC EXAM RESULTS CLASS OF 2022

**2021 - 2022**

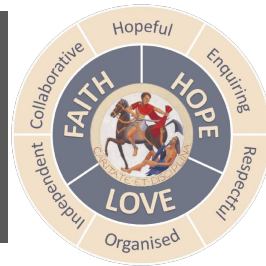
With previous year

9 - 7	9 - 5	9 - 4	Progress 8
22.5%	40%	56%	-0.51

**2018 - 2019**

9 - 7	9 - 5	9 - 4	Progress 8
19%	28%	53%	+0.04

# Celebrations!

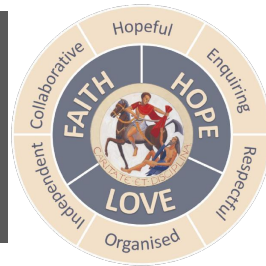


- ❖ **Spanish highest number of Grade 9s = 6**
- ❖ **Religious St highest number of Grade 8s =11**
- ❖ **Religious St highest number of Grade 7s =20**

- **English and Literature Grades 7 =12 and 14**
- **Mathematics Grade 7s = 11**
- **French Grades 7s = 9**
- **Chemistry Grade 7s =9**
- **History Grade 7s= 8**
- **Biology Grade 7s= 8**
- **Physics Grade 7s = 7**

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# Celebrations!



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- ❖ **EAL Gap against non EAL +1.44**
- ❖ **SEN Gap against non SEN +0.08**
- ❖ **SEN EHCP +0.45**
- ❖ **PP gap against non-PP +0.26**
- ❖ **PP HAP +0.66**

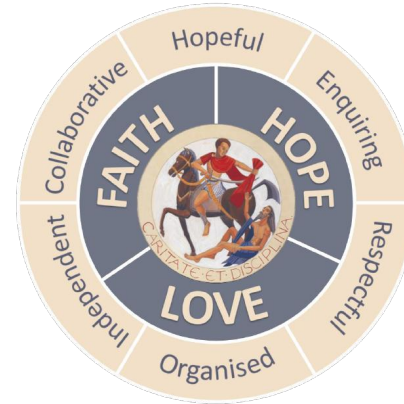
# Class of 2022 Public Post 16 Exam Results with Previous Year

2021 - 2022

A*-B	A* - C	A* - E
14.6	43.8	89.9

2018- 2019

A*-B	A* - C	A* - E
22.6	64.1	96.6



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# CLASS OF 2022 POST 16

Congratulations to our Students for their 2022 Exam Results and who have successfully secured their University Places. Here is a sample of our Students destinations:

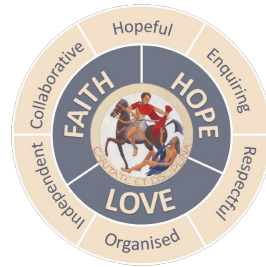
<b>Destination</b>
<i>University of Essex - Psychology with Cognitive Neuroscience</i>
<i>Brunel University- Biochemistry</i>
<i>University of Greenwich - Marketing Management</i>
<i>St -Mary's University - Education and Teaching</i>
<i>SOAS- International Relations and Japanese</i>
<i>Gap year</i>
<i>University of Roehampton- Biomedical Science</i>
<i>Goldsmiths University - Criminology</i>
<i>University of Leicester - Business</i>
<i>University of Westminster - International Relations</i>

# Celebrations! Post 16

- 1. Marketing and Promotion - First Choice School for Girls**
- 2. Well-Being for All**
- 3. Relentless focus on Learning**
- 4. Excellent well trained Staff**
- 5. Excellent Student Behaviour**
- 6. Engaged Parents**
- 7. Enriching Experiences that develop our students cultural capital**

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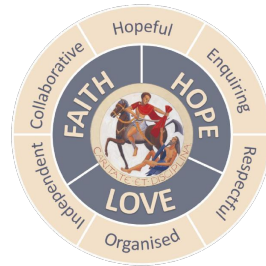


**Our  
Priorities  
2022-2022**



# St Martin's 2022 - 2023

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## 2. Well - Being For All Champion School: Our School Ethos - Faith, Hope and Love

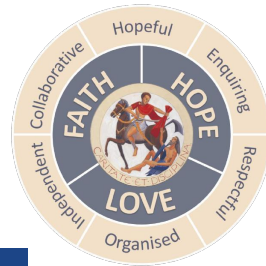
Whole school approach to positive mental health

Well-being at the forefront of every decision

Collaborative Solution Focused Practice to address poor  
behaviour patterns

# St Martin's 2022 - 2023

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## Relentless Focus on Learning

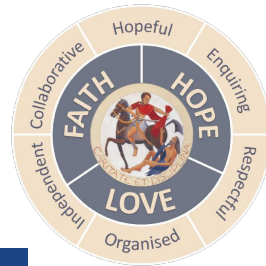
### 3. Curriculum

Core Knowledge: Start with End in Mind!

- Knowledge Organisers delivering core knowledge of topics into learning chunks
- New Literacy Strategy - Library, Vocabulary Frayers' Model

# St Martin's 2022 - 2023

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## Relentless Focus on Learning

### 4. Teaching      Structured retrieval and long term memory practices

Activating learning through retrieval practices -Enabling learners to practice until fluency is evident

Spaced Learning - revision at specific intervals through 'Learning Platforms' Core knowledge taught last lesson, week, unit, term and year

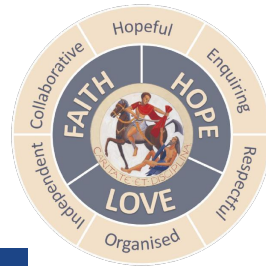
Classroom I do, We do, You do structure - Rosenshine Principles

Interleaving through sequencing core knowledge and concepts that share likeness

Deliberate Literacy practice - vocabulary rich teaching and learning techniques using Frayer's Model

# St Martin's 2022 - 2023

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## Relentless Focus on Learning

### 5. Learning

Study Culture - Metacognition and self regulation

Deliberate teaching of Study habits

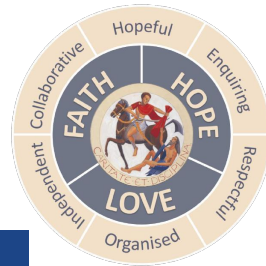
Metacognition - students understanding of how they learn best

Self regulating techniques - Self awareness of study strengths and weaknesses

Learn the key knowledge in knowledge organisers

# St Martin's 2022 - 2023

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## Relentless Focus on Learning

6. Teacher Feedback      No book Marking (avg 180 books a day)

Regular checking of student books for understanding

Regular whole class feedback - misconceptions informed planning for next lesson

Re-teach

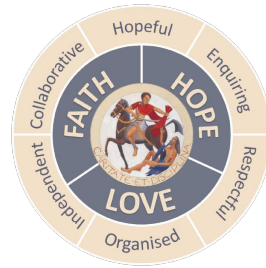
Re-test

Individual Feedback marked - assessments/tests/exams

Self and Peer 'Green Pen' routines

- Teachers regularly read a range of students' work and expertly question students to spot gaps towards end point expectations to inform their planning
- Teachers frequently respond to student progress through re-teaching, and/or marking and/or exemplification of student work
- Observers might see this through written feedback in books, verbal feedback to the class, or use of visualisers/photographs of work
- Students' progress towards end point expectations is assessed through in class discussion, low-stakes testing, classwork, homework & end of term/unit assessments

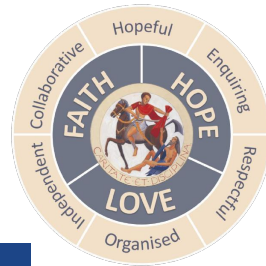
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# Our Feedback Approach

# St Martin's 2022 - 2023

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## Relentless Focus on Learning

7. Key Stage 3 Assessment Measuring end of year expected grade criteria

Expected level of achievement statements for each criteria -  
accessing developing secure exceeding

All assessments based upon measuring students'  
approximation to 'end point expectations'

Percentage grading

Average grading per subject and Year Group reported

# Student voice on learning 2022

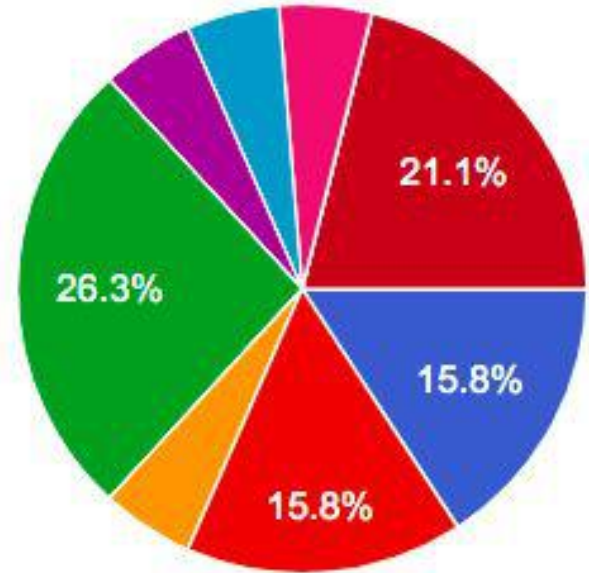
What helps you learn best?

**26.3%** said reflecting on answers and making corrections

**21.1%** said working through examples as a Class

**15.8%** listening to the teaching explain

**15.8%** when a teachers show you how to answer a question



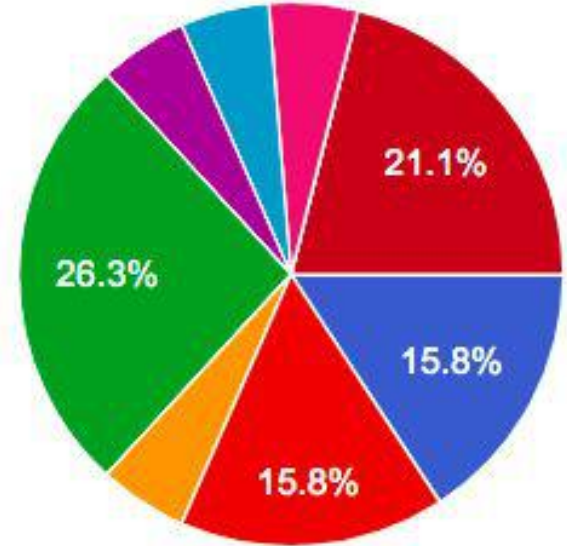


## Student voice on learning 2022

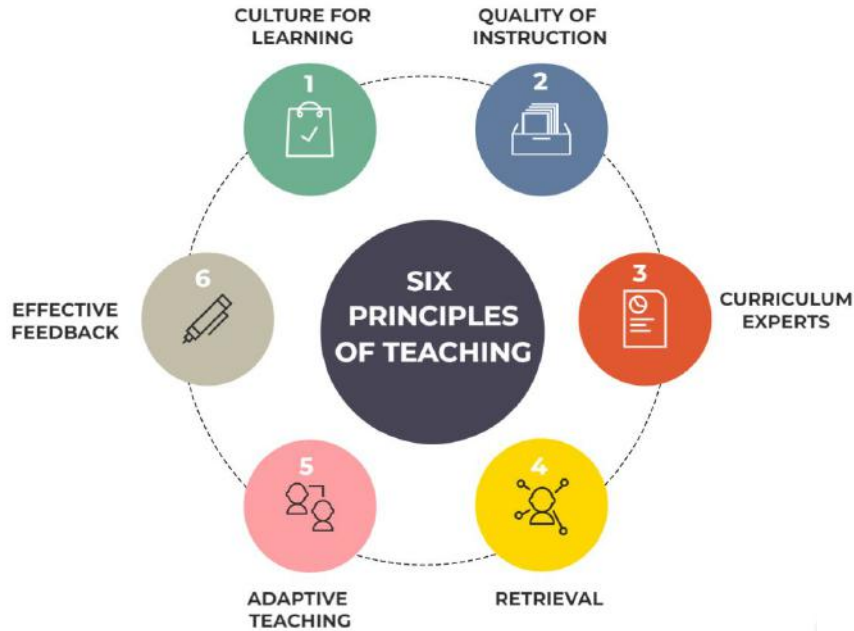
What can we do more of to help you learn better?

### TOP 3

1. When a teacher shows you how to answer a question
2. Knowledge organisers
3. Quick quizzes



# Make Every Lesson Count



## WE DO THIS BY:

### CULTURE FOR LEARNING

- Routines + effective classroom management
- Consistent application of behaviour policy
- Promote active participation not compliance
- Reinforcing effort and providing recognition

1

### RETRIEVAL

- Making connections between underlying concepts
- Regular low stakes testing
- Practise deliberately
- Learning is interleaved

4

### QUALITY OF INSTRUCTION

- Highly effective explanations
- Clearly defined outcomes
- New knowledge is presented in small steps
- New knowledge is founded upon old knowledge
- Teachers model excellence and how to achieve it
- Clarifying new vocabulary by using the Frayer's model

2

### ADAPTIVE TEACHING

- Support and scaffold for demanding tasks
- Pitch high every lesson
- Adapts teaching as needs emerge
- Developed understanding of students with diverse needs
- Questions appropriately pitched and directed

5

### CONTINUOUS PROFESSIONAL DEV.

- Exam specification expertise
- Misconceptions planned for + addressed
- Comprehensive understanding of curriculum
- Promote + uphold the highest standards of literacy

3

### EFFECTIVE FEEDBACK

- Timely feedback to maximise learning
- Formative assessment embedded throughout a lesson
- Comments are specific, accurate and clear
- Time to reflect and act upon feedback

6

# The St Martin's Lesson Charter

A common framework for  
structuring learning episodes

## Review



Exit ticket Retrieval

Check and inform future planning

## Demonstrate



'You do' Independent practice in silence  
Task is scaffolded Check understanding



## Present new information

'I do' and 'we do' Explicit instruction Modelling and guided  
deliberate practice

Reduce cognitive load Check understanding Think, pair,  
share Whole class feedback



## Our learning journey (start with the end in mind)

Where we have been Where we are going

What students should know by the end of the learning episode



## Do now Memory Platform

Retrieval Practice

# Healthy Living and Mental Health Week - 12th - 16th September



## Healthy Living Week



**We Start with God**

**Beginning of  
Term Church  
Service at Holy  
Trinity  
Monday 12th  
September  
Period 1**





# Habits of High Performing Students

**Daily Study Routine**  
**Set Study Hours**  
**Create Questions**  
**Create Answers**  
**Write Summaries**

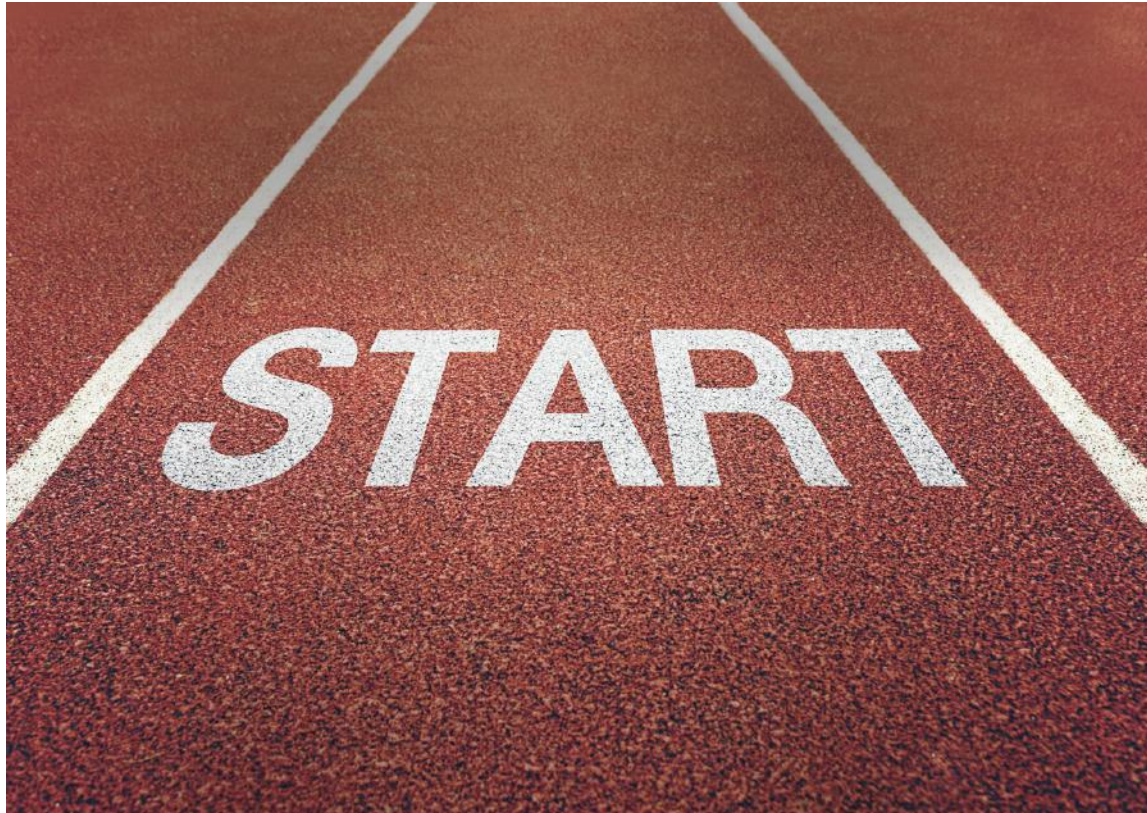


**Help Us Support your Child with Good Study Habits**

## NEW BEGINNINGS

**“The beginning  
is the most  
important part  
of the work.”**

Plato 347BC (2368 years ago)



# Key Dates for Parents



And now these three  
remain: faith, hope  
and love. But the  
greatest of these is  
love.  
1 Cor 13:13



<b>Year 5 and 6 Open Evening</b>	<b>Thursday 22nd Sept 5.30pm</b>
<b>Y11 Sixth Form Opening Evening</b>	<b>Thursday 29th Sept 5.30pm</b>
<b>Year 7 and Y12 Settling Evening</b>	<b>Thursday 6th October</b>
<b>SEND Information Evening</b>	<b>Wednesday 12th October</b>
<b>Attendance and Punctuality Information Evening</b>	<b>Wednesday 19th October</b>



# Key Dates for Parents



And now these three  
remain: faith, hope  
and love. But the  
greatest of these is  
love.  
1 Cor 13:13



<b>Year 10 Settling Evening</b>	<b>Thursday 3rd November 5.30pm</b>
<b>Y13 Parents' Progress Evening</b>	<b>Thursday 12th January 5.00pm</b>
<b>Year 11 Parents' Progress Evening</b>	<b>Thursday 19th January 4.30pm</b>
<b>SEND Information Evening</b>	<b>Wednesday 1st February 4.30pm</b>
<b>Year 9 Progress Evening [Y9 Options Evening (TBC)]</b>	<b>Thursday 9th February 5pm</b>
<b>Year 8 Progress Evening</b>	<b>Thursday 23rd February 5pm</b>
<b>Year 7 Progress Evening</b>	<b>Thursday 2nd March 5pm</b>

# “We value your Feedback”

Please complete a feedback sheet before you go





My child is in Year	
1. I know my child's Form Tutor	Yes / No
2. I know my child's Head of Year	Yes / No
3. I know what to do if my child is absent:	Yes / No
4. I know my child's progress	Yes / No
5. I would like to be kept informed about:	
6. I would like to be more informed about:	
7. I would like to be more involved in school life by volunteering to:	
8. Other comments I would like to make	