

# I BORNELSSON



### CONTENTS

### **EXPECTATIONS**

- 3 Vision StatementThe Highdown Way [Code of Conduct]Highdown Values
- 4 The Highdown Way [Home-Academy Contract]
- 5 Our Inclusion Charter
- 6 Attendance and punctuality Mobile Phone Policy
- 7 Uniform
- 8 PE Kit
  - Other equipment
- 9 Readiness to Learn continuum

### HEALTH AND SAFETY

- 10 Staying safe
- 11 Travel safely
- 12 Help stop bullying and discrimination
- 13 The STAR Centre

### INFORMATION

- 14 Key staff
- 15 The Academy Day
- 16 Term Dates PiXL Edge
- 17 What to do if...?
- 18 Help available to parents/carers
- 19 Behaviour: Praise/Consequences
- 20 Careers Extra-curricular opportunities Highdown Sixth Form
- 21 High Achievers Curriculum Journey

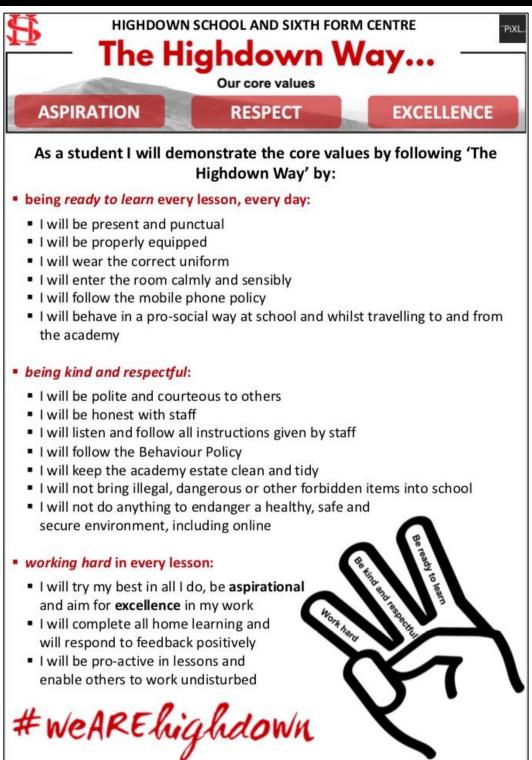
### LEARNING

- 22 Home Learning and Class Charts
- 23 Excellent Presentation
- 24 Growth Mindset getting unstuck
- 25 C3B4ME Feedback, MRI and DIRT
- 26 Questioning Grid Periodic Table
- 27 Writing connectives and reading lists
- 28 Conversions
- 29 Maths
- 30 Geography
- 31 Revision

### Vision statement

Highdown is a happy, caring, thriving and inclusive academy where all students aspire to, and achieve, their full potential. From their first day, they will be motivated, challenged and engaged by high quality teaching and so develop a lifelong love of learning. Students, in partnership with school and home, will be active, independent and resilient learners who acknowledge their responsibility in upholding the academy's values. With the support of exceptional pastoral care and guidance, extra-curricular activities and strong community links, the personal development of all students will be outstanding. Students will then move on from Highdown as confident global citizens equipped to make positive contributions to society.

### 'The Highdown Way' (Student code of conduct)



# **EXPECTATIONS**

2-	ЫН	HIGHDOWN SCHOOL AND SIXTH FORM CENTRE	TRE
		IIgnaown way	а <b>у</b>
		Our core values	
	ASPIRATION	RESPECT	EXCELLENCE
As	As an academy we will:	As a student I will demonstrate the core values by	As a parent/carer we/I will:
•	provide a safe, happy and caring environment	following 'The Highdown Way' by:	<ul> <li>treat all staff with courtesy and respect and help</li> </ul>
•	promote high aspirations and expectations for all	<ul> <li>being ready to learn every lesson, every day:</li> </ul>	my child meet expectations of our core values
	students	<ul> <li>I will be present and punctual</li> </ul>	<ul> <li>ensure that my child completes all home learning</li> </ul>
•	provide a rich, broad, balanced, stimulating and	<ul> <li>I will be properly equipped</li> </ul>	set, by checking Class Charts website regularly, and
	well taught curriculum to meet the needs of	<ul> <li>I will wear the correct uniform</li> </ul>	to the best possible standard
	students and promote excellence	<ul> <li>I will enter the room calmly and sensibly</li> </ul>	<ul> <li>ensure my child attends school regularly, on time</li> </ul>
	set, monitor and provide feedback on home	<ul> <li>I will follow the mobile phone policy</li> </ul>	and is properly equipped for all lessons and
	learning in line with our policies	<ul> <li>I will behave in a pro-social way at school and</li> </ul>	activities, including wearing the correct school
•	promote high standards of attendance,	whilst travelling to and from the academy	uniform. Parents will be contacted to bring correct
	behaviour, mutual <b>respect</b> and attitude to	<ul> <li>being kind and respectful to myself and others:</li> </ul>	uniform into school, if needed
	learning	<ul> <li>I will be polite and courteous to others</li> </ul>	<ul> <li>ensure my child understands and follows 'the</li> </ul>
•	support personal development through positive	<ul> <li>I will be honest with staff</li> </ul>	Highdown Way' and support any action taken by
	relationships and awareness of rights and social	<ul> <li>I will listen and follow all instructions given by</li> </ul>	school over matters of discipline
	responsibilities	staff	<ul> <li>work in partnership with the academy to promote</li> </ul>
•	ensure that students understand our values and	<ul> <li>I will follow the Behaviour Policy</li> </ul>	my child's development
	follow 'the Highdown Way'	<ul> <li>I will keep the academy estate clean and tidy</li> </ul>	<ul> <li>take an active interest in all aspects of my child's</li> </ul>

work with agencies to promote community cohesion, safety and well-being וכ ו וופוומחמיוו אימא follow •

encourage my child to take a full and active part in

life in school, encouraging high aspirations

medical conditions, in family circumstances, and in ensure the academy is informed of any change in

contact details

I will be pro-active in lessons and enable others to

work undisturbed

I will complete all home learning and will respond

to feedback positively

I will try my best in all I do, be aspirational and

aim for excellence in my work

share information about any concerns that might

.

.

affect my child's work or behaviour

attend meetings to discuss my child's welfare,

school life

I will not do anything to endanger a healthy, safe

I will not bring illegal, dangerous or other

forbidden items into school

and secure environment, including online

working hard in every lesson:

.

.

progress and journey to excellence

- listen to concerns reported about a student's emotional well-being which may affect their behaviour in school .
  - ensure equal opportunities for all students -
- keep parents informed about general academy matters and issues
  - support students' development and progress work with parents/carers in partnership to

# **EXPECTATIONS**

\_\_\_\_

4

### Highdown's Inclusion Charter

### At Highdown we:

- 1. Challenge discriminatory language when we hear it.
- 2. Educate ourselves on issues we're unfamiliar with.
- Report discrimination we witness in school.
- 4. Celebrate and respect our differences.
- 5. Respectfully discuss matters that are important to us.
- 6. Are proud of being part of a diverse and inclusive community
- 7. Respect everyone's boundaries and personal space.
- 8. Consider the impact our language has on others.
- Respect everyone's identity.
   Carry these Highdown values into the wider community.

Students should arrive at school between

### 8.00am and 8.30am

- The Gallery is open from 7.30am to buy breakfast
- If you arrive after 9.05am sign in at Student Reception
- If you are going to be absent your parents should contact the school before 9.05am using Class Charts (online or app)
- If you are late you will be given an after school detention
- 90% attendance over 5 years = ½ a school year missed

### Mobile phone policy



**Mobile phones are not permitted in school.** If students do bring them to school, they must be turned off and kept in bags for the duration of the school day, including break and lunchtimes, unless permitted to use by a teacher to support learning in a lesson. They are brought to school at the students' own risk. Highdown School and Sixth Form Centre does not accept any liability for loss or damage whilst at, or on route to/from, the academy. Failure to follow this simple policy will mean the mobile phone will be confiscated and the student will receive an after-school consequence.

### Uniform

**Blazers** with Highdown logo are compulsory and should be worn at all times (unless informed otherwise in hot weather)

Shirts or blouses must be plain white

Jumpers or cardigans must be plain black with the Highdown badge

**Trousers** or knee-length **skirts** (in the style outlined in our uniform policy) must be plain black. Trousers should be straight-legged. Skinny trousers, leggings and jeans are not permitted. Students may wear **black tailored shorts** in the Summer Terms (Term 5 and 6) and September

Examples of permitted style of skirt:



Socks must be plain grey, black or white. Tights must be plain black or neutral colour

**Shoes** must be plain black and a type that can be polished. They must not be trainer-style, e.g. Nike Airs. (Please see our Uniform Policy for examples of acceptable shoe.) Some footwear marketed as 'school shoes' may actually be trainers – please contact the school, if in doubt. Boots and Converse are not permitted.

Examples of acceptable footwear:

Examples of unacceptable footwear:



**Hairstyles** should be simple and not attention-seeking. Shaved patterns are not permitted. **Jewellery** is not permitted except single studs or sleepers (no more than one per ear), a small ring or concealed necklace/chain. All jewellery must be removed for PE lessons. **Make up** should be inconspicuous. Nail varnish/polish and false fingernails are not permitted. Please ensure that EVERYTHING is named clearly. Hats/caps may not be worn inside school buildings.

PE Shirt	With school logo	Compulsory – from school supplier				
Shorts	Black with school logo	Compulsory – from school supplier				
Multisport Top	With school logo	Compulsory for outdoor sports – from school supplier (Boys only)				
Long Sports Socks	Red	Compulsory – can be bought from school supplier				
Tracksuit Bottoms	Black and Plain	Optional – can be bought from school supplier				
Sports Hoodie	With school logo	Optional – from school supplier				
Trainers		Compulsory. These should be fairly strong, but not too heavy or bulky. Multipurpose/cross trainers would be appropriate.				
Jewellery		All jewellery/piercings must be removed for PE				
Extras when required						
Swimming costume and towel						
Football boots						
Shin-pads	Compulsory for school matches					
Mouthguards	Recommended for all Rugby lessons					

### **Other equipment**

Students must come to school with the following basic items of equipment for every lesson:

- Blue/black pen (and a spare one) and pencil
- Coloured pens/pencils
- Ruler
- Pencil sharpener/eraser
- A calculator
- A protractor and a pair of compasses (geometry set)
- Reading Book

Stationery items should be kept in a pencil case and all equipment should be carried in a school bag.

If you forget to bring your equipment or it just needs replacing, you will now be able to make purchases of basic stationery items for a small cost from our Finance Office (near Student Reception).

**READINESS TO LEARN CONTINUUM** 

A guide to assessing a student's attitude to learning

		POOR	REQUIRES IMPROVEMENT		GOOD	EXCELLENT
	•	you often give up when work becomes	<ul> <li>you sometimes drift off-task when</li> </ul>	•	you remain 'on task'	As good, plus:
Class walk		challenging	work becomes challenging	•	you persevere with challenging work	<ul> <li>you actively choose more demanding</li> </ul>
CIdSS WOLK	•	your class work is often incomplete as	<ul> <li>your class work is usually complete</li> </ul>	•	you complete your work with care and	tasks (if offered)
and growth		a result of a lack of effort or focus	but not always to the best of your		pride	<ul> <li>you demonstrate high standards of</li> </ul>
mindset	•	you rarely show care or pride in the				presentation in your work
		quality of your work or its	<ul> <li>you do not always take care with the</li> </ul>			
		presentation		88		
	•	you rarely engage in tasks in lessons	<ul> <li>you sometimes struggle to engage in</li> </ul>	•	you engage with your learning and the	As good, plus:
		so that your learning is compromised	tasks in lessons to the expected level		tasks provided so that your learning is	<ul> <li>you engage very well with your</li> </ul>
		you struggle to pay attention to	which hinders your learning		not hindered	learning and tasks provided
Engagement		instructions, your teacher's	<ul> <li>you can become distracted and lose</li> </ul>	•	you maintain good focus in lessons,	<ul> <li>you show real determination to learn</li> </ul>
and focus		explanations or your peers'	focus on your work, particularly when		e.g. on your work, on your teacher's	and improve
		contributions.	work becomes more challenging		instructions and explanations and on	2
	•	you are often distracted, showing little focus			your peers' contributions	
	•	you rarely, if at all, participate in	<ul> <li>you sometimes contribute to, and</li> </ul>	•	you are willing to, and often do,	As good. plus:
		lessons	participate in, lessons		contribute to lessons	<ul> <li>you regularly strive to contribute to</li> </ul>
Contribution				•	you work well with your peers and	lessons
in class					support their learning	<ul> <li>your contributions help lead the</li> </ul>
				•	you make a concerted effort to move	learning of others, e.g. by asking
					out of your 'comfort zone'	questions about the subject
	•	your home learning is often	<ul> <li>you usually complete your home</li> </ul>	•	you complete your home learning	As good, plus:
		incomplete, not attempted or not	learning although this may not always	7	tasks on time	<ul> <li>you complete additional 'challenge' or</li> </ul>
Home		submitted	be on time or to the best of your	•	your work completed outside of	extension' tasks or go 'above and
laarning		your work demonstrates a lack of care	ability, e.g. rushed, limited detail, etc.		lessons demonstrates care and pride	beyond' with your work
SIIIIBS		and pride	<ul> <li>your work can demonstrate a lack of</li> </ul>			<ul> <li>your work demonstrates high</li> </ul>
			care or pride			standards of presentation
	•	you do not respond to verbal or	<ul> <li>you respond to verbal and/or written</li> </ul>	•	you consistently respond to feedback	As good, plus:
		written feedback	feedback but do so inconsistently, e.g.		in all forms and this helps improve	<ul> <li>you are proactive in seeking feedback</li> </ul>
Responding	•	you do not always accept feedback	not all the time, only parts of feedback		your learning	and act upon all forms of feedback
to feedback			responded to, etc.			positively so that your learning is
						deepened
	•	you rarely bring the correct and	<ul> <li>you sometimes lack the correct</li> </ul>	•	you usually bring the correct and/or	As good, plus:
		required equipment to lessons	and/or required equipment for	-	required equipment to lessons	<ul> <li>you carefully manage your time and</li> </ul>
Organisation		you do not manage unite and/of work effectively and this compromises vour	<ul> <li>voli sometimes need direction to help</li> </ul>		you are able to sell-regulate your organisation of time and work	work to maximise your rearming and
		learning and progress	manage your time or work so that			<ul> <li>you self-check your work before</li> </ul>
			your learning is not hindered			submission

9

At Highdown School and Sixth Form Centre, keeping all young people safe is one of our main priorities. If students have any concerns or would like to discuss any issues relating to their, or a peer's, safety and well-being they can talk to their Head of Achievement, one of the Designated Safeguarding officers, or indeed any member of Highdown staff.

If you are worried or anxious about yourself or a friend, you can talk to any adult.









Mrs Boys

Dr Capaldi

Mrs Flynn

Ms Lee

Students school school email: <u>safeguarding@highdown.reading.sch.uk</u> Students from personal email/Parents: <u>dso@highdown.reading.sch.uk</u>

The role of the Designated Safeguarding Officers is to safeguard all young people and promote their welfare. Child Protection refers to the activity which is undertaken to protect young people who are suffering or at risk of suffering significant mental or physical harm. Highdown School works closely with other professional organisations, including social care and the police.

- Staying safe online means keeping your personal details private, such as full name, phone number, home address, photos or school. Never enter information about your age, name or location.
- Meeting up with someone you have met online is dangerous.
- Information online can be untrue, biased or just inaccurate. Someone online may not be telling the truth about who they are they may not be a 'friend'.
- Let a parent, teacher or trusted adult know if you ever feel worried, uncomfortable or frightened about something online or someone you have met or who has contacted you online.
- Emails, downloads, IM messages, photos and anything from someone you do not know or trust may contain a virus or unpleasant message. So do not open or reply.
- All students have their own Highdown email account. Use your school log in to access your messages. As with all Internet use in school, student email can be monitored to ensure safe and correct use.
- Never send a photo or video of yourself either semi-naked or naked to anyone. This is illegal. If anyone ever asks you to send something that makes you feel uncomfortable immediately tell your parents, a trusted adult, teacher or safeguarding officer.

Websites with online safety information, advice and guidance can be found on our school website in the student/parent zone at <a href="https://www.highdown.reading.sch.uk">www.highdown.reading.sch.uk</a>



Your safety and well-being is the priority for Highdown School. When you are travelling to and from school you have the responsibility to be sensible and use good judgement to keep safe. This includes the safe use of bicycles when cycling to and from school. Please find below some common sense guidelines below that are intended to keep you safe.

### ALL STUDENTS

- Your safety is your responsibility. Be sensible and be aware of your surroundings and take care when crossing roads, especially busy ones.
- Where possible use pedestrian crossings or cross roads where there is less or slower moving traffic.
- It is particularly important to take care and pay attention to crossing roads if you are using a mobile phone or listening to music with your earphones in.
- When walking in groups consider other pedestrians and road users and make sure that all of you are on the pavement.
- Whenever possible walk home with friends for as much of the journey as possible.
- On most occasions you should look to walk to and from school in the daylight.
- If your parents are expecting you home and you have a change of plans or are going to be late, contact them to let them know.

### WHEN RIDING A BIKE

- A helmet should be worn at all times and bright not dark clothing at twilight/night
- Don't disobey traffic signs and signals. Ride safely.
- Don't ride without lights in the dark
- Don't ride the bike if it is in poor condition and unsafe to ride. Brakes? Tyres?
- Don't ride with earphones in or speak on your mobile phone
- Don't ride on the path unless there is a marked cycle path
- Only one person on a bike.

We know that the greatest majority of students are very sensible and make good choices. If students are making poor choices and endangering the safety of themselves and others, then Highdown School will contact parents and consequences will be put in place. This could include removing permission to cycle to school.

Scooters and E-Scooters are not permitted on site.

### What is bullying?

Bullying is persistent or repeated behaviour by an individual or a group that is seen by you as an attempt to hurt, frighten, humiliate or threaten you or someone else.

Bullying	can be
Physical	Hitting, pushing, taking someone's belongings
Verbal	Name calling, insults, racist, sexist, homophobic or transphobic remarks, threatening or demanding money.
Indirect	Spreading rumours, sending abusive text messages / emails, cyberbullying, excluding someone from a group.

### How to react

- Try to ignore bullies. Walk away and do not let them see that you are upset. Don't give them the satisfaction of getting a reaction from you.
- If you can, calmly stand up for yourself and ask them to stop their behaviour.
- Try to stay with your friends and avoid being on your own.

### What to do next

Tell someone you trust. This could be a friend, someone at home or a teacher. Just talking to someone may help you to find a solution to the problem.

### What will happen if you tell a teacher?

The teacher will listen to you and offer support. The teacher can talk to the person who is bullying you and hopefully stop the bullying.

### What to do if you see bullying?

- Comfort, support and stay with the victim.
- Tell the victim to report the incident.
- Tell someone (e.g. a teacher) what you have seen.
- If you are in a group where one member is bullying, show that you disapprove, because by doing nothing you support the bully.
- Email <u>safeguarding@highdown.reading.sch.uk</u> (with your own school email) or <u>dso@highdown.reading.reading.sch.uk</u> (from your personal email)

### Bullies need help to overcome THEIR problem so don't ignore bullying.



### What is the STAR Centre?

The STAR Centre is a place where you can talk about your problems, express your feelings, trust people and it helps you to settle into school.

### Year 7 Transition Groups

The groups are good because it's easier to talk in a smaller group which helps you to trust people, settle in and meet new people and helps you to speak up. When you discuss your feelings it helps you to feel good. If you still need help after the group has finished then the STAR Centre is still there to help. You can come in to talk to someone at break, tutor time or lunch time.

### Lunch and After School Clubs

The STAR Centre is open to Year 7s for Lunch Club every day during break and lunch times.

### Mentoring

WANT TO KNOW MORE ABOUT MENTORING? READ BELOW TO FIND OUT MORE.

### Who's running it?

Sixth Form students have undergone training in the mentoring process.

### What will the mentors do?

Mentors primarily listen to students. They form a relationship built on trust. Sixth Form students have experienced life at Highdown and are able to empathise with younger students.

### Key Staff

### **Senior Leaders**

Ms R E Cave	Executive Headteacher
Mr M A Grantham	Head of School
Mr J Reid	Deputy Head [Quality of Education]
Dr S Capaldi	Associate Deputy Head [Culture for Learning]
Mrs S Flynn	Assistant Head [KS4 Aspiration, Respect and Excellence]
Mr A Franks	Assistant Head [KS3 (Y8/9) Aspiration, Respect and Excellence]
Mr D Clawson	Assistant Head [Inclusion and Pathways]
Mrs M Grantham	Assistant Head [Learning, Teaching and Innovation]
Mr J Lester	Associate Senior Leader [Personal Development]
Mr K Prior	Head of Sixth Form
Ms L Fullbrook	School Business Manager

### **Heads of Achievement**

Mrs S Bonnett	Year 7
Mrs T Taylor	Year 8
Miss B Robinson	Year 9
Mr J Lester	Year 10
Miss V Clark	Year 11
Mr M Flynn	Years 12/13

### **Curriculum Leaders**

Miss E Garner
Mr M Hodges
Mr D Stephenson
Ms N Salmon
Mr M Hampson
Mrs R Eaton
Miss A Duncan
Mrs W Huang
Mr W Dineley
Mrs S Lake
Mr T Browne
Ms M Elliot
Mrs J Arnold
Miss C Lobo

Art Business Computing and ICT English Ethics and Citizenship Geography History Languages Maths and Economics Performing Arts Physical Education Science SEND and VI Technology

### **Heads of House**



Caversham

Miss G Beale



Grove

Mrs P Hawkins



Mapledurham

Mrs D Birru



Rosehill

Miss L Adam

### The Academy Day

### The academy day begins at 8.40am for Mentor Period.

WK	1	2		3		4	5
A	9.05-10.05	10.05-11.05		11.25-12.25		13.10-14.10	14.10-15.10
Mon							
Tues							
Wed			Break		Lunch		
Thur							
Fri							

WK	1	2		3		4	5
В	9.05-10.05	10.05-11.05		11.25-12.25		13.10-14.10	14.10-15.10
Mon							
Tues							
Wed			Break		Lunch		
Thur							
Fri							

### **Term dates**

Term 1 2023	Monday 4 <sup>th</sup> September 2023 to Friday 20 <sup>th</sup> October 2023
Professional Learning Day 1:	Friday 1 <sup>st</sup> September 2023 Monday 4 <sup>th</sup> September – Term starts for Year 7/12 Tuesday 5 <sup>th</sup> September – Term starts for all year groups 8.40am
Professional Learning Day 2:	Friday 6 <sup>th</sup> October 2023
Term 2 2023	Monday 30 <sup>th</sup> October 2023 to Wednesday 20 <sup>th</sup> December 2023
Term 3 2024	Thursday 4 <sup>th</sup> January 2024 to Friday 9 <sup>th</sup> February 2024
Professional Learning Day 3:	Wednesday 3 <sup>rd</sup> January 2024
Term 4 2024	Monday 19th February 2024 to Thursday 28th March 2024
Term 5 2024	Tuesday 16 <sup>th</sup> April 2024 to Friday 24 <sup>th</sup> May 2024
Professional Learning Day 4: Bank Holiday	Monday 15 <sup>th</sup> April 2024 Monday 6 <sup>th</sup> May 2024
Term 6 2023	Monday 3 <sup>rd</sup> June 2024 to Friday 19 <sup>th</sup> July 2024
Professional Learning Day 5:	Friday 28 <sup>th</sup> June 2024

Professional Learning Days - The academy is closed to students

### PiXL Edge

PiXL Edge has been designed to give you the 'edge' by helping you to develop essential skills needed for further education, the workplace and for life in general. These skills do not just 'happen' but need to be developed over time.

PiXL Edge helps you to develop the LORIC Skills:

- Leadership
- Organisation
- Resilience
- Initiative
- Communication

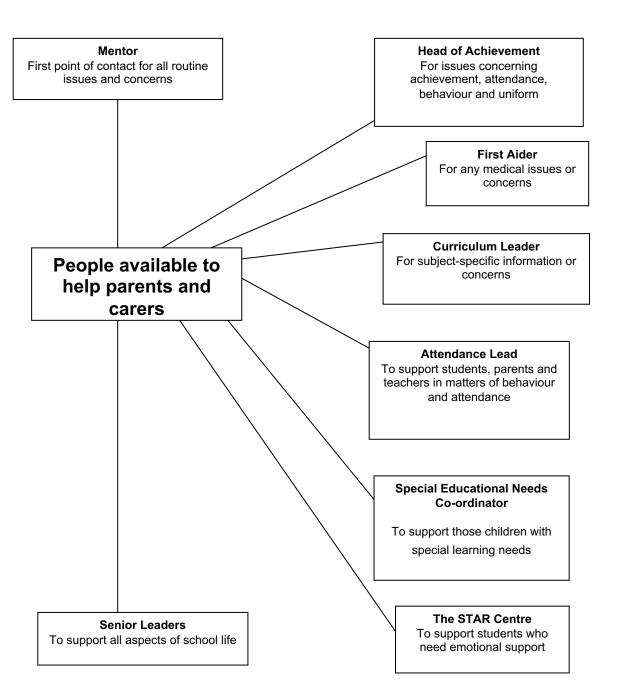
These skills are developed through completing a number of challenges and reflecting on how your LORIC skills have improved over time. As you get older the challenges get more difficult. There are three Edge qualifications, Apprentice, (Years 7-8), Graduate (Years 9-10) and Masters (Years 11-13). If you complete them all they will certainly give yourself the Edge!

Resources can be found on the school website in the student experience zone. Website – <u>https://theedge.pixl.org.uk</u>



Problem	Who and Where
I arrive late at school?	Sign in class before 9.05 am, in Student Reception after that
	time
I have a dental/medical	Bring a note from your parent.
appointment?	Ask your Head of Achievement to sign your parent's note. Sign
	out at Student Reception when you leave and sign in when/if
	you return.
I have lost something?	Lost property is kept in the school office.
	Remember: all property should be marked with your name.
I don't understand a home	See your subject teacher or your mentor or a friend.
learning task?	
I have forgotten to bring	Explain to your subject teacher at the start of the lesson.
something to school?	
I get something confiscated?	Ask the teacher who has confiscated it when it can be collected
	and what the conditions are.
I don't feel well?	Tell your teacher, who may send you to Student Reception.
I am absent?	Get a parent to contact the school on the first morning before
	9.05am using Class Charts (online or app). Bring a letter on
	your return, catch up on missed work.
I take medication?	Medication should be taken to First Aid. Bring a letter from
	home to explain what the medication is for and when it needs
	to be taken.
I am being bullied?	Tell somebody – your mentor, a parent, a teacher, a friend or
	email <u>dso@highdown.reading.sch.uk</u>
	1

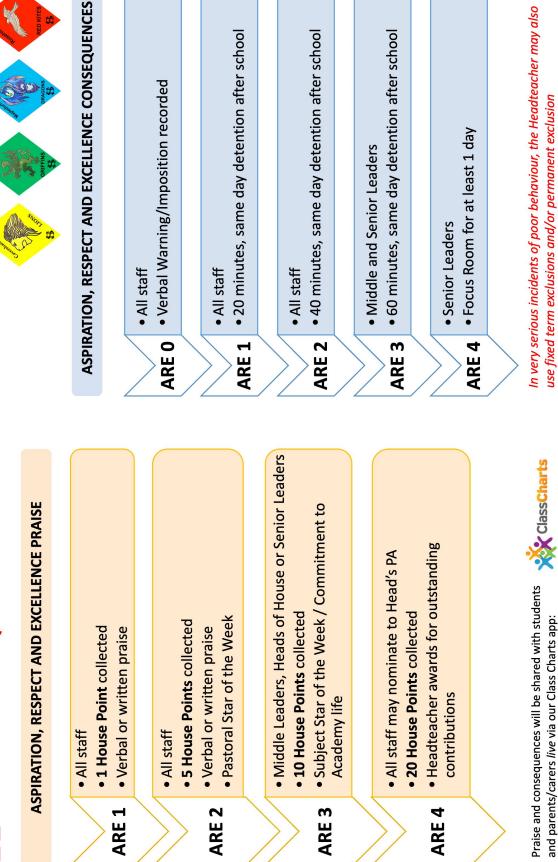
We have a wide range of people available to help parents and carers with any issues they may have. Please ring the School Office to request an appointment giving at least 24 hours' notice.



All staff

**Behaviour Praise / Consequences** 





In very serious incidents of poor behaviour the academy may also use fixed term suspension and permanent exclusion.

In very serious incidents of poor behaviour, the Headteacher may also 20 minutes, same day detention after school 40 minutes, same day detention after school 60 minutes, same day detention after school Verbal Warning/Imposition recorded Focus Room for at least 1 day Middle and Senior Leaders Senior Leaders All staff All staff 0 -2 m 4 ARE ARE ARE ARE ARE

use fixed term exclusions and/or permanent exclusion

# **INFORMATION**

All students from Years 7 to 13 use CareerPilot (<u>https://www.careerpilot.org.uk</u>) to support our careers development work. Students register themselves using their school email address and link their account to Highdown School and Sixth Form Centre. Students will use this portal throughout the year at school and at home.

Students in Years 10 to 13, will also have access to the Pathway Planner section of CareerPilot and should have accessed it before they begin guidance sessions with our colleague from Adviza. Students wishing to seek additional guidance should email <u>careers@highdown.reading.sch.uk</u> or request an appointment through Pathway Planner.

### **Extra-curricular opportunities**

There are a wide range of opportunities for students in all year groups to get involved in clubs at lunchtimes and after school. Find out more about what's on offer here:

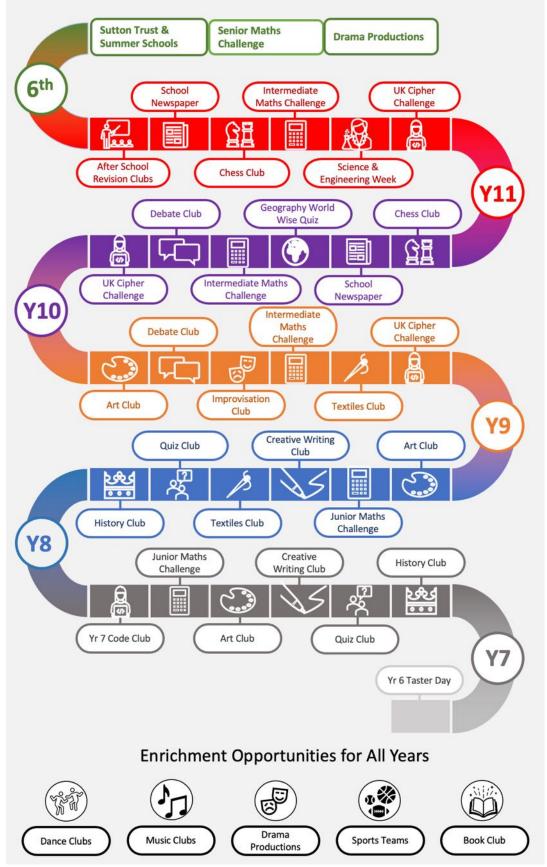
### **Highdown Sixth Form**

You can find out more about our sixth form provision in terms of pastoral support, curriculum and study programmes on our website.









### **Home learning**

All home learning will be set using the online Class Charts portal. Students will be given their own accounts to help them track and manage their home learning. Parents/carers will also have their own account so they can support students with their home learning and time management.



### www.classcharts.com

### **Benefits of home learning:**

- Home learning helps to improve your thinking and memory
- It helps you develop good study skills and habits that will be useful to you throughout your life
- It teaches you to use your time wisely
- It helps you to work independently and to take responsibility for your own work
- Home learning allows you to review and practice what has been covered in lessons and helps you get ready for next lesson
- It helps you to learn how to use different resources to find information
- It encourages you to explore subjects more fully than is possible in a lesson
- Home learning allows you to extend learning by applying new skills to new situations
- Home learning helps to consolidate and enhance your learning.

### Organising your home learning:

Students who regularly study at home are more successful in assessments, tests and exams.

- Use your Class Charts calendar to know when your home learning is due in.
- Use all the information available some will be saved as attachments in Class Charts.
- Choose a good environment to learn and work. Avoid distractions. You could use our school library or home learning club after school.
- Ask for help if you need it.

Day	Week A	Week B
Mon		
Tue		
Wed		
Thur		
Fri		

### **Expectations:**

Home learning will be set according to your home learning timetable below.

Years 7-9 should expect about 30-40 minutes of home learning per subject a week.



- book/work folder?
- To record your learning.
- An opportunity to take pride in your new knowledge, understanding and skills.
- To support your progress through feedback so you know what you are good at and what you need to work on to get better.
- To support you in revising for assessments, tests and exams.
- It is your *passport* to the next stage in your academic career.

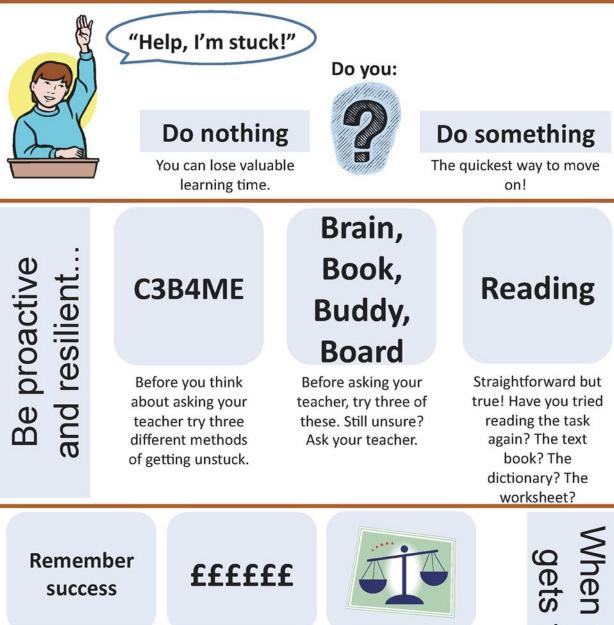
Are you proud of the work you have completed today? If it's not EXCELLENT It's not FINISHED

If your world depended on it, could you rely on the work in your exercise book / work folder?

When you show your exercise book / work folder to your parent/carer will they be proud of your work?

### **Getting 'unstuck'**

### A guide to **RESILIENCE**



Think about the last time you were stuck. What did you do? Would that work now?

Created by MAG, based on an Infographic created by Siaran Morgan-Lloyd

If you were given £1 million to get unstuck. What would you do? Now try that!

Imagine you had two minutes to get 'unstuck' and save the world. Would you make a decision and hope it was the right one? Give it a go. When the going gets tough...

**EARNING** 



### Feedback, MRIs and DIRT



### LEARNING

### Questioning grid

		<b>ls?</b> Present	<b>Did?</b> Past	<b>Can?</b> Possibility	<b>Would?</b> Probability	Will? Prediction	Might? Imagination
	What? Event						
QUESTIONING	WHERE? Where/ When?						
	When? Choice						
GRID	Who? Person						
	Why? Reason						
	How? Process						

### The Periodic Table

	GROUP																
1	2						_					3	4	5	6	7	0
	1 H Itydrogen									He							
Li Li	9 Be beryllium											11 B boron 5	12 C carbon	14 N nitrogen	16 O oxygen 8	19 F fluorine	20 Ne neon
23 Na sodium	24 Mg magnesium 12											27 Al aluminium 13	28 Si silicon	31 P phosphorus 15	32 S	35.5 Cl chlorine	40 Ar argon
39 K potassium 19	40 Ca calcium 20	45 Sc scandium 21	48 Ti titanium 22	51 V vanadium 23	52 Cr chromium 24	55 Mn manganese 25	56 Fe iron 26	59 Co cobalt 27	59 Ni <sup>nickel</sup> 28	63.5 Cu <sup>copper</sup> 29	65 Zn <sup>zinc</sup> 30	70 Ga gallium 31	73 Ge germanium 32	75 As arsenic 33	79 Se selenium 34	80 Br bromine 35	84 Kr krypton 36
85 Rb rubidium 37	88 Sr strontium 38	89 Y yttrium 39	91 Zr zirconium 40	93 Nb niobium 41	96 MO molybdenum 42	<sup>[98]</sup> Tc	101 Ru ruthenium 44	103 Rh rhodium 45	106 Pd palladium 46	108 Ag silver	112 Cd cadmium 48	115 In indium 49	119 Sn 50	122 Sb antimony 51	128 Te tellurium 52	127   iodine 53	131 Xe xenon 54
133 Cs caesium 55	137 Ba barium 56	139 La Ianthanum 57	178 Hf hafnium 72	181 Ta tantalum 73	184 W tungsten 74	186 Re rhenium 75	190 Os osmium 76	192 Ir iridium	195 Pt platinum 78	197 Au <sup>gold</sup>	201 Hg mercury 80	204 TI thallium 81	207 Pb lead	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86
[223] Fr trancium	[226] Ra radium 88	[227] AC actinium 89	[261] Rf rutherfordium 104	[262] Db	[266] Sg seaborgium 106	[264] Bh bohrium 107	[277] HS hassium 108	[268] Mt meitnerium 109	[271] DS darmstadtium 110	[272] Rg	[285] Cn Copernicium 112	[286] Nh Nihonium 113	[289] Fl Flerovium 114	[289] MC Moscovium 115	[293] LV Livermorium 116	[294] TS Tennessine 117	[294] Oganesson 118
*	Lantha		104	140 Ce	141 <b>Pr</b>	144 Nd	145 Pm	150 Sm	152 Eu	157 Gd	159 Tb	163 Dy	165 <b>Ho</b>	167 Er	169 Tm	173 Yb	175 Lu
	** Acti	noids		cerium 58 232 Th thorium 90	praseodymium 59 [231] Pa protactinium 91	60 238 U	promethium 61 [237] Np neptunium 93	samarium 62 [242] PU plutonium 94	europium 63 [243] Am americium 95	gadolinium 64 [247] Cm curium 96	terblum 65 [245] Bk berkellum 97	dysprosium 66 [251] Cf californium 98	holmium 67 [254] ES einsteinium 99	erbium 68 [253] Fm fermium 100	thulium 69 [256] Md mendelevium 101	ytterbium 70 [254] NO nobelium 102	Iutetium 71 [257] Lr Iawrencium 103
	Please note: Where elements do not have a stable isotope, the relative atomic mass is given in square brackets																
	STATE AT ROOM     BACKGROUND COLOUR       Tellative stomic mass     1																
KE			nt name	H – hydroger 1	n	c symbol ic number	BI Blu Re	Black=s Blue=lic Red=ga	quid	TH:	Inelas nel	taine farm	Melals	Semi metals	Nonmetals	(non-metals)	(TON THE BASE

T

Learn more about the Periodic Table & the Elements at www.periodicvideos.com

### Writing connectives and reading lists

Adding	Sequencing
and also as well as moreover too in addition	next then first, second, third finally meanwhile after
Emphasising	Comparing
above all in particular especially significantly Indeed notable	equally in the same way similarly likewise as with like
Cause and effect	Qualifying
because so therefore thus consequently as a result	however apart from although yet unless by that fact except if as long as
Illustrating	Contrasting
for example such as for instance as revealed by in the case of it is evident that	whereas instead of alternatively otherwise unlike on the other hand

### Conversions

### Length and Distance

### 1 kilometre (km) = 1,000 metres (m) = 0.6214 miles

- 1 m = 100 centimetres (cm) = 39.37 inches (in)
- 1 cm = 10 millimetres (mm) = 0.3937 in
- 1 mile = 1760 yards (yd) = 1.6093 km
- 1 yd = 3 feet (ft) = 91.44 cm
- 1 ft = 12 in = 30.48 cm
- 1 in = 2.54 cm

### Weight

1 tonne (t) = 1,000 kilograms (kg) = 2,204.62 pounds (lb)
1 kg = 1,000 grams (g) = 2.2046 lb
1 g = 1,000 milligrams (mg) = 0.0353 ounces (oz.)
1 stone = 14 lb = 6.3503 kg
1 lb. = 16 oz = 0.4536 kg
1 oz. = 437.5 grains = 28.3495 g

### Volume & Capacity

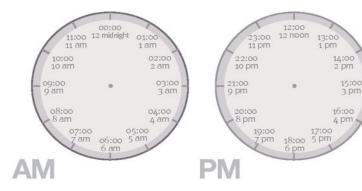
***************************************
1 litre (l) = 100 centilitres (cl) = 1.7598 pints (pt.)
1 cl = 10 mililitres (ml) = 0.0175 pt.
1 gal = 8 pt. = 4.546 l
1 pt. = 20 fluid ounces (fl oz) = 0.5683 l
1 tablespoon (tbs) =17.76 ml
011 72 23

### Velocity

Kilometres per hour (kph)  $\times$  0.62 = mph Miles per hour (mph)  $\times$  1.6093 = kph

Kilo means 1,000... metres, grams etc. Centi means 1/100th ... of a litre, metre etc. Milli means 1/1000th ... of a litre, metre etc.

### 24 Hour Clock



### **Temperature Chart**

To change Fahrenheit (F) to Celsius (C):  $F - 32 \times 5 \div 9 = C$ 

To change Celsius (C) to Fahrenheit (F):  $C \times 9 \div 5 + 32 = F$ 

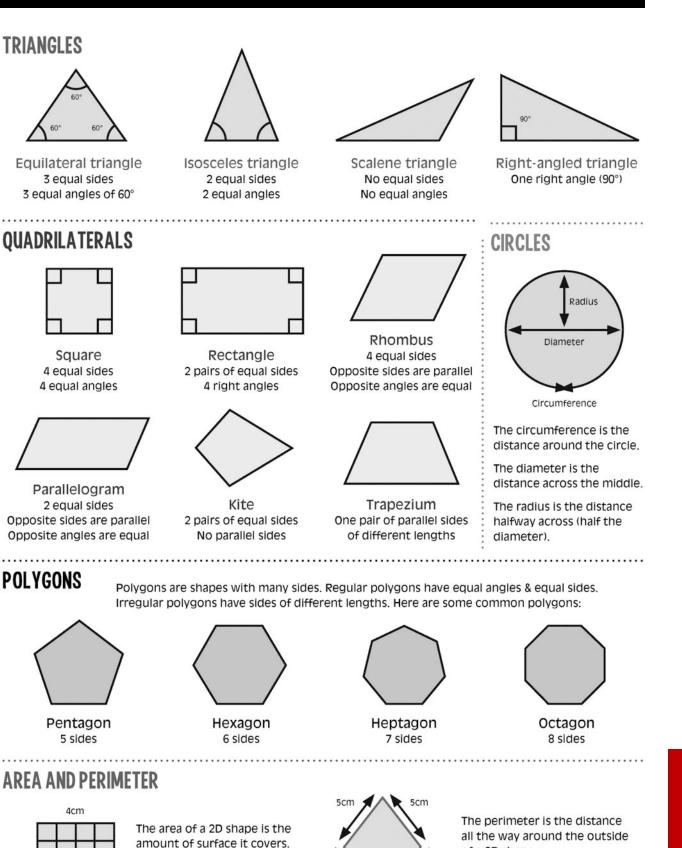
ſ	h			
F	с			
212	100			
203	95			
194	90			
185	85			
176	80			
167	75			
158	70			
149	65			
140	60			
131	55			
122	50			
113	45			
104	40			
95	35			
86	30			
77	25			
68	20			
59	15			
50	10			
41	5			
32	0			
23	-5			
14	-10			
5	-15			
0	-17.8			
$\bigcirc$				

Absolute zero 0°K (Kelvin) -273.15C CONVERSIONS

LEARNING

### Maths

6cm



10cm

10cm

To work our area, multiply

The area of this rectangle is

the length by the width.

 $6 \times 4 = 24 \text{ cm}2$ 



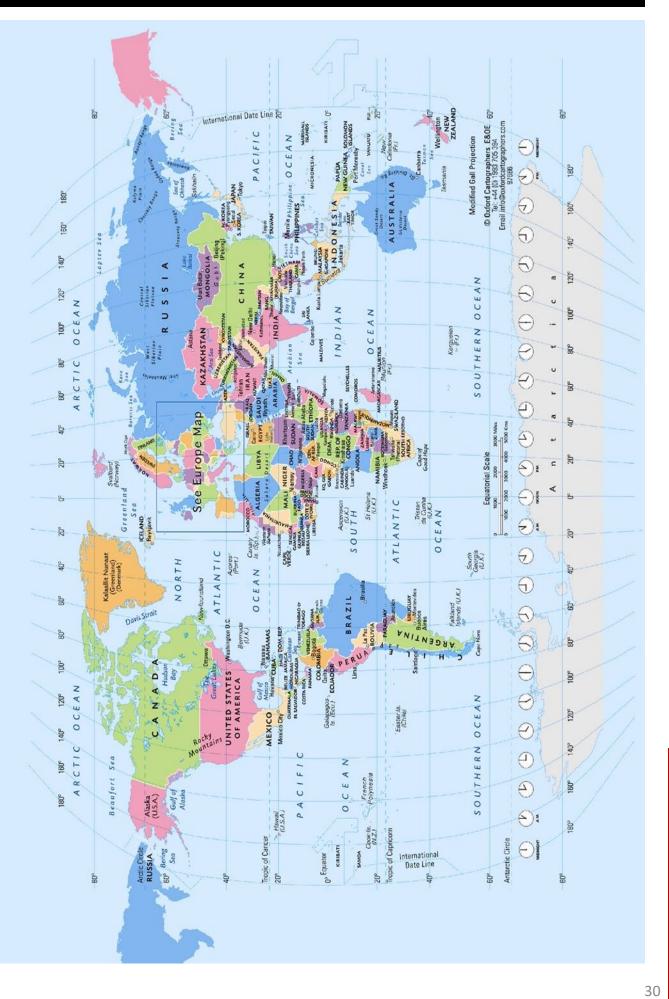
of a 2D shape.

To work out the perimeter, add

up the lengths of all the sides.

The area of this shape is

5 + 5 + 10 + 10 = 30cm



## LEARNING

There are a wide range of resources and ideas to support preparation for examinations on our website, found here:



### Before the examinations start:

Before the examinations start:	
WRITE A GOOD REVISION PLAN	Don't do just one subject a day; you'll get
AND STICK TO IT	tired of it. Try to vary your subjects but
	make sure that when you come back to a
	subject done previously you are not
	covering the same work.
COMPLETE PAST EXAM PAPERS	These can be acquired from teachers or
	the examination board website. Complete
	these under exam conditions (timed is
	important!). Then get your teacher to
	mark them and feedback to you.
CHECK IN WITH YOUR	Show them the work you have done for
TEACHER	revision and get feedback for areas to
	focus on or ideas for further activities.
MAKE SURE YOUR REVISION	If possible somewhere quiet and well lit is
AREA IS SUITABLE	desirable. Music can also aid revision but
	this is down to your own preferences.
	Make sure the type of music is suitable to
	a learning environment.
KEEP HYDRATED AND FED	Nothing worse than focusing on your
	stomach when you should be working!
ADD IN SHORT BREAKS TO	Think about activities you could be doing
MAINTAIN FOCUS	during these breaks. Trying to remember
	a certain topic, or asking a family member
	or friend to quiz you on the work you've
	just studied. Put tasks like this into your
	revision timetable. This will help stop the
	boredom setting in.
DON'T BE SCARED TO ADJUST	If you feel that a subject is becoming a
YOUR REVISION TIMETABLE	concern alter your timetable to reflect this
	and add more time in to cover the topic.
KNOW THE EXAM BOARDS	AQA, Edexcel, WJEC, or OCR - look at their
	websites for top tips.
HLP	Use the Highdown HLP or revision sites to
	help guide your revision.
RELAX	Make sure you timetable in any important
	events and days off to reward yourself for
	the hard work.
INCREASE YOUR REVISION	Your timetable will evolve as you
	approach and enter the examination
	period. Once a subject has finished
	teaching its content in school you must
	increase your revision at home as
	traditional homework will have stopped.

### During the examinations period:

FILL IN DATES AND COUNTDOWN	Try to fill in the dates of your exams and use a
	countdown method. This will help you focus on the
	immediate exams and allow you to plan ample
	revision time for others.
BUILD CONFIDENCE	Thorough revision prior to the exam will build your
	confidence. Try to keep your revision light on the day
	of the exam. Going over key facts or words is more
	desirable than trying to learn a whole topic because
	you are not prepared.
GET UP EARLY, EAT BREAKFAST	Make sure you're up with plenty of time and have a
	light breakfast of healthy food – bananas are good.
REFLECT FREED UP TIME IN TIMETABLE	Make sure that once you have completed an exam
	your revision timetable reflects it. Use the freed up
	time to focus on the remaining exams rather than
	seeing it as 'free' time.

### A revision toolbox:

<b>Trident it!</b>	Journey it!	Index it!
Create a trident of the key points using the following shape.	Remember lists of information by creating events and images at certain points on a journey.	Write the key points on index cards. Use them to learn the sequences too.
Story it!	Mnemonic it!	<b>C</b> lick it!
6	Use the first letter of key words to create a sequence. E.g.	Create a presentation about the key points.
Create a bizarre and multi- sensory story using the key points.	Naughty Elephants Squirt Water	
Quiz it!	<b>Timeline</b> it!	Sing it!
Create your own questions from the answers.	A great technique for dates or sequences — place them in order along a line, then add lot's of colour, pictures and labels.	Set some of your work to music or make your own tune. Use rhythmic beat, rhyme the words or even create a rap.
<b>P</b> odcast it!	Post it!	Poster it!
Let your brain really hear your work. Record yourself talking about it – even play it as you fall asleep.	Write key words on to post it notes and stick them around your room.	Create your own poster using diagrams, flow charts, etc.





Highdown School and Sixth Form Centre - Surley Row - Emmer Green - Reading - Berkshire - RG4 8LR - 0118 901 5800 office@highdown.reading.sch.uk - www.highdown.reading.sch.uk - @HighdownSchool