

A large, two-story red brick house with a gabled roof and multiple chimneys, surrounded by lush green trees and a well-maintained lawn. The house is the central focus of the background image.

HIGHDOWN HANDBOOK 2024-25 Y11

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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)

 **HIGHDOWN SCHOOL AND SIXTH FORM CENTRE** PIXL

The Highdown Way...

Our core values

ASPIRATION

RESPECT


EXCELLENCE

As a student I will demonstrate the core values by following 'The Highdown Way' by:

- **being ready to learn every lesson, every day:**
 - I will be present and punctual
 - I will be properly equipped
 - I will wear the correct uniform
 - I will enter the room calmly and sensibly
 - I will follow the mobile phone policy
 - I will behave in a pro-social way at school and whilst travelling to and from the academy

- **being kind and respectful:**
 - I will be polite and courteous to others
 - I will be honest with staff
 - I will listen and follow all instructions given by staff
 - I will follow the Behaviour Policy
 - I will keep the academy estate clean and tidy
 - I will not bring illegal, dangerous or other forbidden items into school
 - I will not do anything to endanger a healthy, safe and secure environment, including online

- **working hard in every lesson:**
 - I will try my best in all I do, be **aspirational** and aim for **excellence** in my work
 - I will complete all home learning and will respond to feedback positively
 - I will be pro-active in lessons and enable others to work undisturbed



#weAREhighdown

The Highdown Way...

Our core values

ASPIRATION

RESPECT

EXCELLENCE

As an academy we will:

- provide a safe, happy and caring environment
- promote high **aspirations** and expectations for all students
- provide a rich, broad, balanced, stimulating and well taught curriculum to meet the needs of students and promote **excellence**
- set, monitor and provide feedback on home learning in line with our policies
- promote high standards of attendance, behaviour, mutual **respect** and attitude to learning
- support personal development through positive relationships and awareness of rights and social responsibilities
- ensure that students understand our values and follow 'the Highdown Way'
- work with agencies to promote community cohesion, safety and well-being
- 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
- work with parents/carers in partnership to support students' development and progress

As a student I will demonstrate the core values by following 'The Highdown Way' by:

- being *ready to learn* every lesson, every day:
 - I will be present and punctual
 - I will be properly equipped
 - I will wear the correct uniform
 - I will enter the room calmly and sensibly
 - I will follow the mobile phone policy
 - I will behave in a pro-social way at school and whilst travelling to and from the academy
- being *kind and respectful* to myself and others:
 - I will be polite and courteous to others
 - I will be honest with staff
 - I will listen and follow all instructions given by staff
 - I will follow the Behaviour Policy
 - I will keep the academy estate clean and tidy
 - I will not bring illegal, dangerous or other forbidden items into school
 - I will not do anything to endanger a healthy, safe and secure environment, including online
- working *hard* in every lesson:
 - I will try my best in all I do, be **aspirational** and aim for **excellence** in my work
 - I will complete all home learning and will respond to feedback positively
 - I will be pro-active in lessons and enable others to work undisturbed

As a parent/carer we/I will:

- treat all staff with courtesy and **respect** and help my child meet expectations of our core values
- ensure that my child completes all home learning set, by checking Class Charts website regularly, and to the best possible standard
- ensure my child attends school regularly, on time and is properly equipped for all lessons and activities, including wearing the correct school uniform. Parents will be contacted to bring correct uniform into school, if needed
- ensure my child understands and follows 'the Highdown Way' and support any action taken by school over matters of discipline
- work in partnership with the academy to promote my child's development
- take an active interest in all aspects of my child's life in school, encouraging high **aspirations**
- encourage my child to take a full and active part in school life
- attend meetings to discuss my child's welfare, progress and journey to **excellence**
- share information about any concerns that might affect my child's work or behaviour
- ensure the academy is informed of any change in medical conditions, in family circumstances, and in contact details

EXPECTATIONS

Highdown's Inclusion Charter



At Highdown we:

1. **Challenge** discriminatory language when we hear it.
2. **Educate** ourselves on issues we're unfamiliar with.
3. **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.
9. **Respect** everyone's identity.
10. **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 = $\frac{1}{2}$ 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.

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 kit

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
- 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 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
Class work and growth mindset	<ul style="list-style-type: none"> you often give up when work becomes challenging your class work is often incomplete as a result of a lack of effort or focus you rarely show care or pride in the quality of your work or its presentation 	<ul style="list-style-type: none"> you sometimes drift off-task when work becomes challenging your class work is usually complete but not always to the best of your ability, e.g. rushed, limited detail, etc. you do not always take care with the presentation of your work 	<ul style="list-style-type: none"> you remain 'on task' you persevere with challenging work you complete your work with care and pride 	<p>As good, plus:</p> <ul style="list-style-type: none"> you actively choose more demanding tasks (if offered) you demonstrate high standards of presentation in your work
Engagement and focus	<ul style="list-style-type: none"> you rarely engage in tasks in lessons so that your learning is compromised you struggle to pay attention to instructions, your teacher's explanations or your peers' contributions. you are often distracted, showing little focus 	<ul style="list-style-type: none"> you sometimes struggle to engage in tasks in lessons to the expected level which hinders your learning you can become distracted and lose focus on your work, particularly when work becomes more challenging 	<ul style="list-style-type: none"> you engage with your learning and the tasks provided so that your learning is not hindered you maintain good focus in lessons, e.g. on your work, on your teacher's instructions and explanations and on your peers' contributions 	<p>As good, plus:</p> <ul style="list-style-type: none"> you engage very well with your learning and tasks provided you show real determination to learn and improve
Contribution in class	<ul style="list-style-type: none"> you rarely, if at all, participate in lessons 	<ul style="list-style-type: none"> you sometimes contribute to, and participate in, lessons 	<ul style="list-style-type: none"> you are willing to, and often do, contribute to lessons you work well with your peers and support their learning you make a concerted effort to move out of your 'comfort zone' 	<p>As good, plus:</p> <ul style="list-style-type: none"> you regularly strive to contribute to lessons your contributions help lead the learning of others, e.g. by asking questions about the subject
Home learning	<ul style="list-style-type: none"> your home learning is often incomplete, not attempted or not submitted your work demonstrates a lack of care and pride 	<ul style="list-style-type: none"> you usually complete your home learning although this may not always be on time or to the best of your ability, e.g. rushed, limited detail, etc. your work can demonstrate a lack of care or pride 	<ul style="list-style-type: none"> you complete your home learning tasks on time your work completed outside of lessons demonstrates care and pride 	<p>As good, plus:</p> <ul style="list-style-type: none"> you complete additional 'challenge' or 'extension' tasks or go 'above and beyond' with your work your work demonstrates high standards of presentation
Responding to feedback	<ul style="list-style-type: none"> you do not respond to verbal or written feedback you do not always accept feedback 	<ul style="list-style-type: none"> you respond to verbal and/or written feedback but do so inconsistently, e.g. not all the time, only parts of feedback responded to, etc. 	<ul style="list-style-type: none"> you consistently respond to feedback in all forms and this helps improve your learning 	<p>As good, plus:</p> <ul style="list-style-type: none"> you are proactive in seeking feedback and act upon all forms of feedback positively so that your learning is deepened
Organisation	<ul style="list-style-type: none"> you rarely bring the correct and required equipment to lessons you do not manage time and/or work effectively, and this compromises your learning and progress 	<ul style="list-style-type: none"> you sometimes lack the correct and/or required equipment for lessons you sometimes need direction to help manage your time or work so that your learning is not hindered 	<ul style="list-style-type: none"> you usually bring the correct and/or required equipment to lessons you are able to self-regulate your organisation of time and work 	<p>As good, plus:</p> <ul style="list-style-type: none"> you carefully manage your time and work to maximise your learning and progress you self-check your work before submission

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 email: safeguarding@highdown.reading.sch.uk

Students from personal email/Parents: dso@highdown.reading.sch.uk

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 www.highdown.reading.sch.uk



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 safeguarding@highdown.reading.sch.uk (with your own school email) or dso@highdown.reading.sch.uk (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.

Senior Leaders

Mr M A Grantham	Headteacher [Acting]
Mr J Reid	Deputy Head [Quality of Education]
Dr S Capaldi	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
Mrs L Holt	School Business Manager
Mr W Dineley	Curriculum Leader for Mathematics
Ms N Salmon	Curriculum Leader for English

Heads of Achievement

Mr A Gordon	Year 7
Mrs S Bonnett	Year 8
Mrs T Taylor	Year 9
Miss S Pearce	Year 10
Mr J Lester	Year 11
Mr M Flynn	Years 12/13

Curriculum Leaders

Miss E Garner	Art
Ms N Barnett	Business
Mr D Stephenson	Computing and ICT
Ms N Salmon	English
Mrs R Eaton	Geography
Miss A Duncan	History
Mrs L Guianavarch	Languages
Mr W Dineley	Maths and Economics
Mrs S Lake	Performing Arts
Miss V Clark	Physical Education
Mr M Hampson	RE and CCC
Ms M Elliot	Science
Mrs J Arnold	SEND and VI
Miss C Lobo	Technology

Heads of House



Caversham

Mr S Thompson



Grove

Mr A Patten



Mapledurham

Mrs D Birru



Rosehill

Mr M Stickley

The academy day begins at 8.40am for Mentor Period.

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

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

INFORMATION

Term dates

Term 1 2024	Tuesday 3rd September 2024 to Friday 25th October 2024
Professional Learning Day 1:	Monday 2 nd September 2024 Tuesday 3 rd September – Term starts for Year 7/12 Wednesday 4 th September – Term starts for all year groups 8.40am
Professional Learning Day 2:	Friday 27 th September 2024
Term 2 2024	Monday 4th November 2024 to Friday 20th December 2024
Term 3 2025	Tuesday 7th January 2025 to Friday 14th February 2025
Professional Learning Day 3:	Monday 6 th January 2025
Term 4 2025	Monday 24th February 2025 to Friday 4th April 2025
Term 5 2025	Wednesday 23rd April 2025 to Friday 23rd May 2025
Professional Learning Day 4:	Tuesday 22 nd April 2025
Bank Holiday	Monday 5 th May 2025
Term 6 2025	Monday 2nd June 2025 to Tuesday 22nd July 2025
Professional Learning Day 5:	Friday 27 th June 2025

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



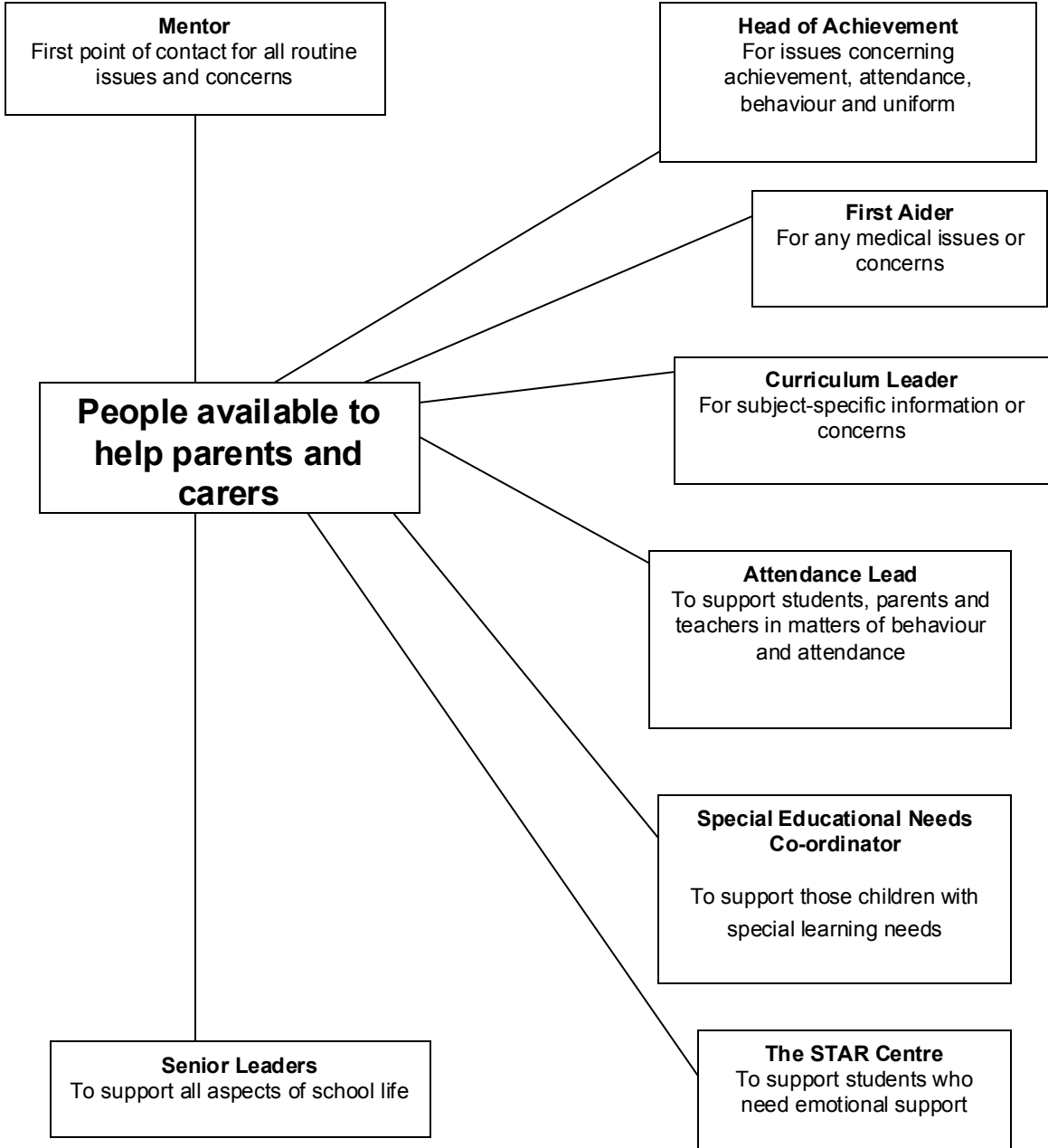
These skills are developed through completing a number of challenges and reflecting on how your LORIC skills have improved over time. As you get older the challenges get more difficult. There are three Edge qualifications, Apprentice, (Years 7-8), Graduate (Years 9-10) and Masters (Years 11-13). If you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

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

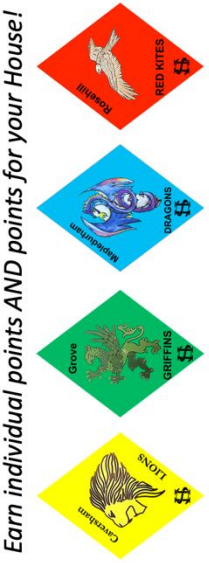
What to do if...?

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 appointment?	Bring a note from your parent. 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 learning task?	See your subject teacher or your mentor or a friend.
I have forgotten to bring something to school?	Explain to your subject teacher at the start of the lesson.
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 dso@highdown.reading.sch.uk

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.



HIGHDOWN SCHOOL AND SIXTH FORM CENTRE
PRaise AND CONSEQUENCES



Earn individual points AND points for your House!

ASPIRATION, RESPECT AND EXCELLENCE PRAISE

- ARE 1**
 - All staff
 - **1 House Point** collected
 - Verbal or written praise
- ARE 2**
 - All staff
 - **5 House Points** collected
 - Verbal or written praise
 - Pastoral Star of the Week
- ARE 3**
 - Middle Leaders, Heads of House or Senior Leaders
 - **10 House Points** collected
 - Subject Star of the Week / Commitment to Academy life
- ARE 4**
 - All staff may nominate to Head's PA
 - **20 House Points** collected
 - Headteacher awards for outstanding contributions



Praise and consequences will be shared with students and parents/carers /ive via our Class Charts app:

ASPIRATION, RESPECT AND EXCELLENCE CONSEQUENCES

- ARE 0**
 - All staff
 - Verbal Warning/Imposition recorded
- ARE 1**
 - All staff
 - 20 minutes, same day detention after school
- ARE 2**
 - All staff
 - 40 minutes, same day detention after school
- ARE 3**
 - Middle and Senior Leaders
 - 60 minutes, same day detention after school
- ARE 4**
 - Senior Leaders
 - Focus Room for at least 1 day

In very serious incidents of poor behaviour, the Headteacher may also use fixed term exclusions and/or permanent exclusion

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

All students from Years 7 to 13 use CareerPilot (<https://www.careerpilot.org.uk>) 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 careers@highdown.reading.sch.uk 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:

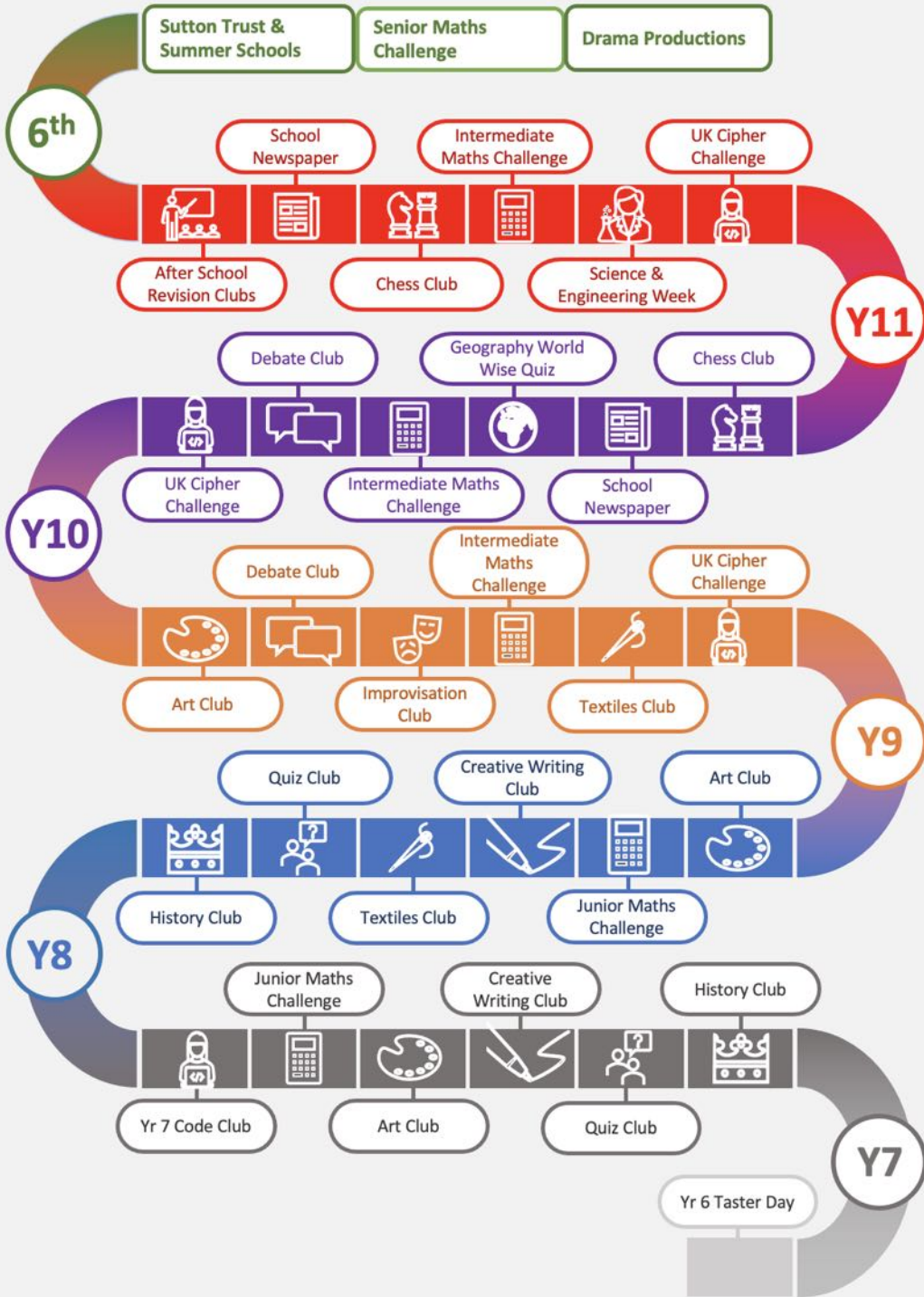


Highdown Sixth Form

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



HIGHDOWN SCHOOL AND SIXTH FORM CENTRE HIGH ACHIEVERS JOURNEY



Enrichment Opportunities for All Years

- Dance Clubs
- Music Clubs
- Drama Productions
- Sports Teams
- Book Club

INFORMATION



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.

Expectations:

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

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		

Ethic of Excellence

Excellent presentation

Use a ruler to underline all titles, dates and C/wk or H/L and to draw boxes, graphs, tables, etc.



Remember to write a title and date for each piece of work, and to write C/wk or H/L at the start



of your work.



Write in blue or black ink.

- Write as neatly as you can in your best handwriting.
- If you make a mistake put a neat line through it.
- Space your work out so that it is clearly presented. This will help you make sense of it in the future.
- Use coloured ink, pencils or highlighter pens to highlight key words or ideas.
- Draw diagrams and Illustrations in pencil.
- Take pride and care over how your work looks – it says a lot about who you are.



What is the point of your exercise 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



“Help, I’m stuck!”

Do you:



Do nothing

You can lose valuable learning time.

Do something

The quickest way to move on!

Be proactive and resilient...

C3B4ME

Before you think about asking your teacher try three different methods of getting unstuck.

Brain, Book, Buddy, Board

Before asking your teacher, try three of these. Still unsure? Ask your teacher.

Reading

Straightforward but true! Have you tried reading the task again? The text book? The dictionary? The worksheet?

Remember success

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

££££££££

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...



Highdown School and Sixth Form Centre

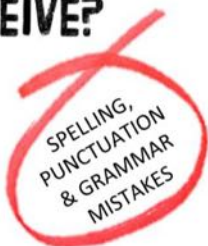
C3B4ME

BRAIN, BOOK, BOARD, BUDDY

Feedback, MRIs and DIRT

MARKING
FEEDBACK
FEEDFORWARD

WHAT TYPE OF FEEDBACK WILL I RECEIVE?



WRITTEN and **VERBAL** feedback by: your teacher, yourself, your peer(s), another adult in your classroom/who works with you, or by your parent(s)/carer(s)

WWW:

What went well?

Specific things that you should replicate again and again

EBI:

Even better if...

'Gap closing' or 'digging deeper' pointers. Often written as a question or as a directed task

WHAT SHOULD I DO WITH MY FEEDBACK?

MY **MRI** IS...

CORRECT-IT
IMPROVE-IT
EXTEND-IT
REDRAFT-IT

CORRECT
YUOR
YOU'RE
YOUR
MISTAKES

DIRT

"It's an extra WAY OF LEARNING!"



QUESTIONING GRID

	Is? Present	Did? Past	Can? Possibility	Would? Probability	Will? Prediction	Might? Imagination
What? Event						
WHERE? Where/ When?						
When? Choice						
Who? Person						
Why? Reason						
How? Process						

The Periodic Table

GROUP																			
1	2											3	4	5	6	7	0		
																		1 H hydrogen	2 He helium
3 Li lithium	4 Be beryllium											5 B boron	6 C carbon	7 N nitrogen	8 O oxygen	9 F fluorine	10 Ne neon		
11 Na sodium	12 Mg magnesium											13 Al aluminium	14 Si silicon	15 P phosphorus	16 S sulphur	17 Cl chlorine	18 Ar argon		
19 K potassium	20 Ca calcium	21 Sc scandium	22 Ti titanium	23 V vanadium	24 Cr chromium	25 Mn manganese	26 Fe iron	27 Co cobalt	28 Ni nickel	29 Cu copper	30 Zn zinc	31 Ga gallium	32 Ge germanium	33 As arsenic	34 Se selenium	35 Br bromine	36 Kr krypton		
37 Rb rubidium	38 Sr strontium	39 Y yttrium	40 Zr zirconium	41 Nb niobium	42 Mo molybdenum	[98] Tc technetium	44 Ru ruthenium	45 Rh rhodium	46 Pd palladium	47 Ag silver	48 Cd cadmium	49 In indium	50 Sn tin	51 Sb antimony	52 Te tellurium	53 I iodine	54 Xe xenon		
55 Cs caesium	56 Ba barium	57 La lanthanum	72 Hf hafnium	73 Ta tantalum	74 W tungsten	75 Re rhenium	76 Os osmium	77 Ir iridium	78 Pt platinum	79 Au gold	80 Hg mercury	81 Tl thallium	82 Pb lead	83 Bi bismuth	[209] Po polonium	[210] At astatine	[222] Rn radon		
[223] Fr francium	[226] Ra radium	[227] Ac actinium	[261] Rf rutherfordium	[262] Db dubnium	[266] Sg seaborgium	[264] Bh bohrium	[277] Hs hassium	[268] Mt meitnerium	[272] Ds darmstadtium	[272] Rg roentgenium	[285] Cn Copernicium	[286] Nh Nihonium	[289] Fl Flerovium	[289] Mc Moscovium	[293] Lv Livermorium	[294] Ts Tennessine	[294] Og Oganesson		
* Lanthanoids	140 Ce cerium	141 Pr praseodymium	144 Nd neodymium	145 Pm promethium	150 Sm samarium	152 Eu europium	157 Gd gadolinium	159 Tb terbium	163 Dy dysprosium	165 Ho holmium	167 Er erbium	169 Tm thulium	173 Yb ytterbium	175 Lu lutetium					
** Actinoids	232 Th thorium	[231] Pa protactinium	238 U uranium	[237] Np neptunium	[242] Pu plutonium	[243] Am americium	[247] Cm curium	[245] Bk berkelium	[251] Cf californium	[254] Es einsteinium	[253] Fm fermium	[256] Md mendelevium	[254] No nobelium	[257] Lr lawrencium					

Please note: Where elements do not have a stable isotope, the relative atomic mass is given in square brackets

KEY

relative atomic mass	- 1	
element name	H	atomic symbol
	hydrogen	atomic number

STATE AT ROOM TEMPERATURE

B	Black=solid
L	Blue=liquid
R	Red=gas
Gr	Grey=unknown

BACKGROUND COLOUR

Alkali metals	Alkaline Earth metals	Metals	Semi-metals	Non-metals	Halogens (non-metals)	Noble gases (non-metals)
---------------	-----------------------	--------	-------------	------------	-----------------------	--------------------------

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

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

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

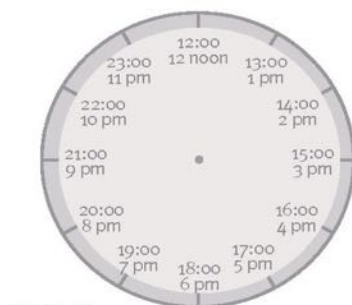
- 1 litre (l) = 100 centilitres (cl) = 1.7598 pints (pt.)
- 1 cl = 10 millilitres (ml) = 0.0175 pt.
- 1 gal = 8 pt. = 4.546 l
- 1 pt. = 20 fluid ounces (fl oz) = 0.5683 l
- 1 tablespoon (tbs) = 17.76 ml

Velocity

- Kilometres per hour (kph) x 0.62 = mph
- Miles per hour (mph) x 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



AM

PM

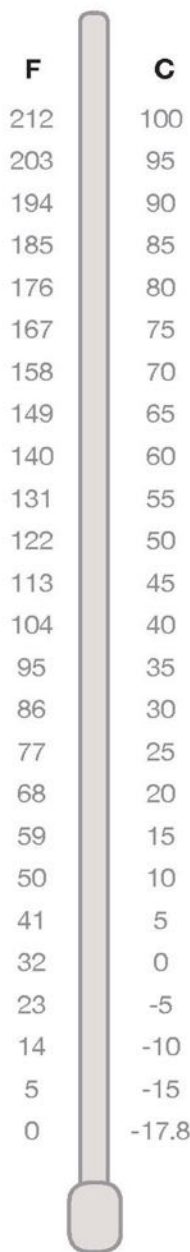
Temperature Chart

To change Fahrenheit (F) to Celsius (C):

$$F - 32 \times 5 \div 9 = C$$

To change Celsius (C) to Fahrenheit (F):

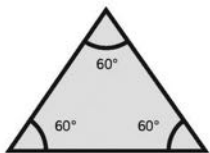
$$C \times 9 \div 5 + 32 = F$$



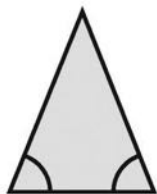
Absolute zero 0°K (Kelvin)
 -273.15C

CONVERSIONS

TRIANGLES



Equilateral triangle
3 equal sides
3 equal angles of 60°



Isosceles triangle
2 equal sides
2 equal angles

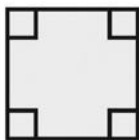


Scalene triangle
No equal sides
No equal angles



Right-angled triangle
One right angle (90°)

QUADRILATERALS



Square
4 equal sides
4 equal angles



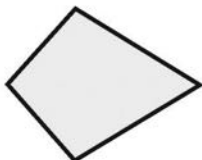
Rectangle
2 pairs of equal sides
4 right angles



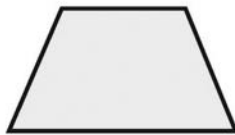
Rhombus
4 equal sides
Opposite sides are parallel
Opposite angles are equal



Parallelogram
2 equal sides
Opposite sides are parallel
Opposite angles are equal

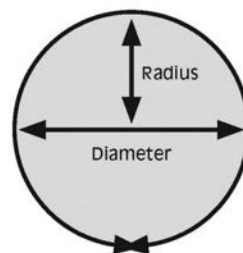


Kite
2 pairs of equal sides
No parallel sides



Trapezium
One pair of parallel sides
of different lengths

CIRCLES



Circumference

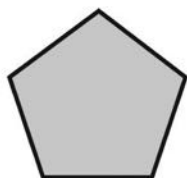
The circumference is the distance around the circle.

The diameter is the distance across the middle.

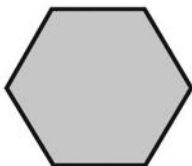
The radius is the distance halfway across (half the diameter).

POLYGONS

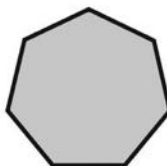
Polygons are shapes with many sides. Regular polygons have equal angles & equal sides. Irregular polygons have sides of different lengths. Here are some common polygons:



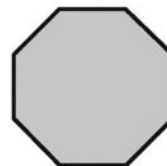
Pentagon
5 sides



Hexagon
6 sides

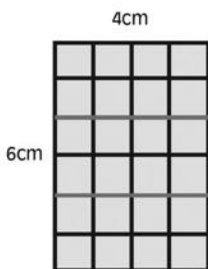


Heptagon
7 sides



Octagon
8 sides

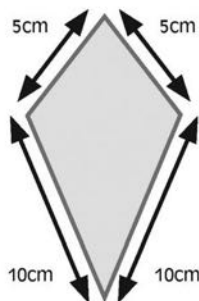
AREA AND PERIMETER



The area of a 2D shape is the amount of surface it covers.

To work our area, multiply the length by the width.

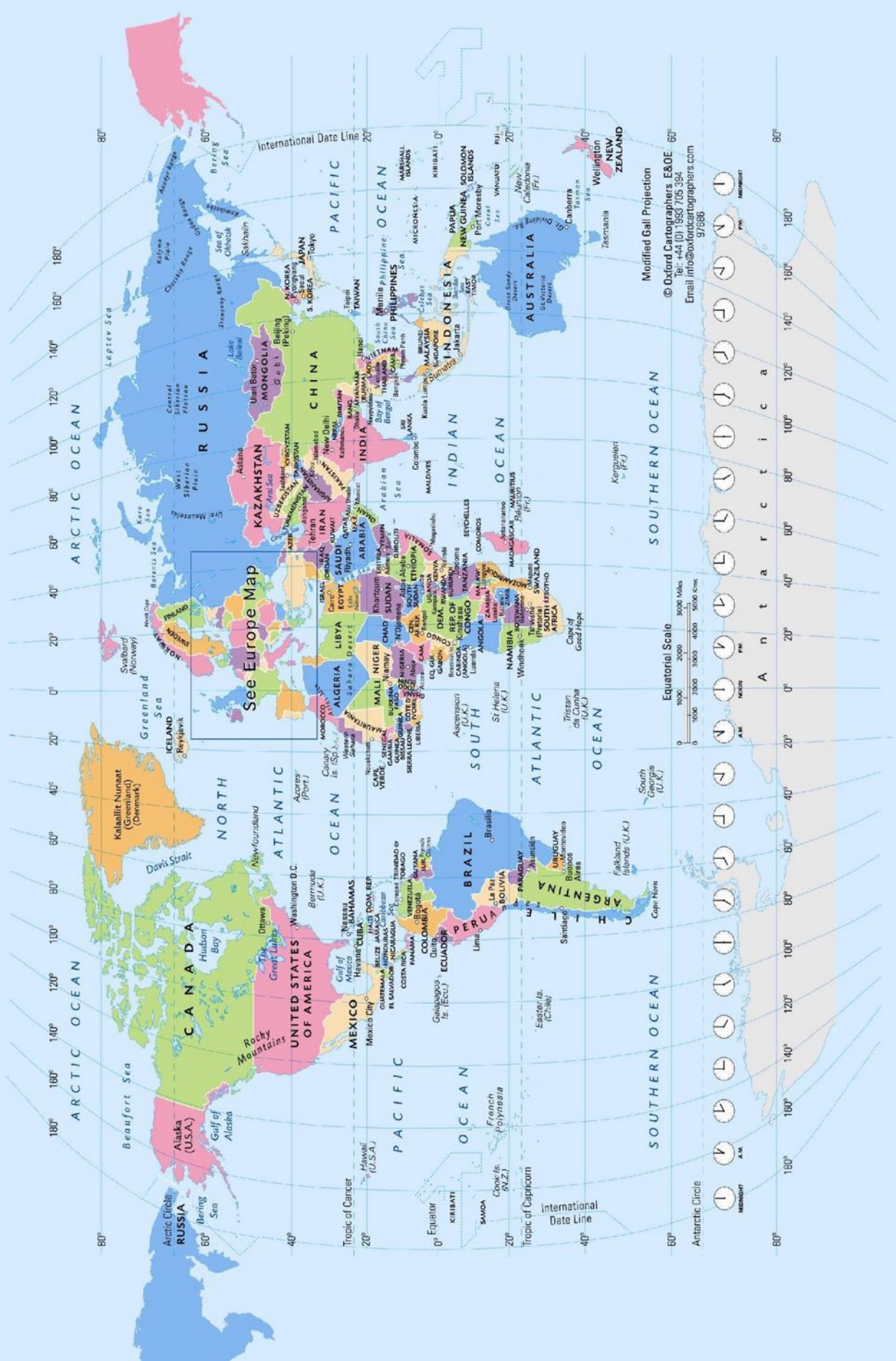
The area of this rectangle is $6 \times 4 = 24 \text{ cm}^2$



The perimeter is the distance all the way around the outside of a 2D shape.

To work out the perimeter, add up the lengths of all the sides.

The area of this shape is $5 + 5 + 10 + 10 = 30\text{cm}$



Modified Gall Projection
 © Oxford Cartographers E&OE 60°
 Tel: +44 (0) 1953 705 394
 Email: info@oxfordcartographers.com
 97886

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



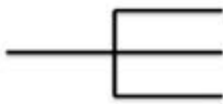











Before the examinations start:

WRITE A GOOD REVISION PLAN AND STICK TO IT	Don't do just one subject a day; you'll get 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 TEACHER	Show them the work you have done for revision and get feedback for areas to focus on or ideas for further activities.
MAKE SURE YOUR REVISION AREA IS SUITABLE	If possible somewhere quiet and well lit is 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 MAINTAIN FOCUS	Think about activities you could be doing 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 YOUR REVISION TIMETABLE	If you feel that a subject is becoming a 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:

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



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