

September 2018

Dear Parent/Carer

We are delighted to welcome your child at the start of what we hope will be a stimulating and rewarding experience at New Mills School.

Our goal is to empower and inspire your child so they leave New Mills School the best that they can be. In order to make this vision a reality, we set high standards and expectations.

In a challenging and changing world it is our ambition to prepare students for whatever future they face. We want our students to leave New Mills School feeling motivated, prepared and optimistic about their direction and aspirations. It's a heartfelt ambition and it will be incredibly hard to achieve without working with students and parents as genuine partners.

Our school is a welcoming and happy place. We create a place of belonging and purpose as our students progress to Year 11; ensuring that they are well prepared for their chosen path and equipped to achieve their ambitions.

The Parents' Handbook provides you with the information you will need to support your child's transition to New Mills School. We are sure you will find it useful.

This is the start of an exciting journey together. Working in a strong, positive partnership with you, we promise to do our very best for your children.

Yours faithfully

A handwritten signature in black ink, appearing to read 'D. McGloin'.

Debbie McGloin
Headteacher

PARENTS' HANDBOOK

2018-2019

Our Vision:

We aim to empower everyone to be the best that they can be, optimising their future success, well-being and contribution to their community and society.

NMS Values – The 5Rs

At NMS we believe in doing things the right way; starting and ending the day with the right attitude, the right ambitions and ultimately, achieving the right results. The school's role is to maximise your achievement and well-being along this journey, to help you succeed and thrive in your future; long after you have left. To do this we champion five core values, which are at the heart of how we think, interact and behave throughout the school.

Respect

For the truth; with honesty and integrity.

For others; by demonstrating compassion, generosity and empathy when confronted with difference or need – and by valuing and celebrating diversity.

For the team; through collaboration, consideration and recognition of leadership, expertise and experience.

Reflectiveness

Demonstrate self-awareness of strengths and weaknesses, using growth mind-set approaches to change for the better.

Have self-belief in long-term aspirations and recognition of the sacrifices required to achieve these.

Offer curiosity and thoughtfulness; seeking out new knowledge and weaving it into our understanding of a complex world.

Resilience

Show motivation and determination in the face of adversity or when 'playing the long game'.

Recognise the importance of a strong work-ethic; that endeavour is necessary to achievement and sometimes gratification needs to be deferred.

Understand that optimism can be cultivated and is fundamental to success

Resourcefulness

Demonstrate self-reliance and independence.

Proactively seek solutions to problems, answers to questions and not passively accept barriers to progress.

Be flexible in approaches, know the value of leadership, collaboration and co-operation.

Responsibility

Organise ourselves and be steadfast and reliable.

Communicate skilfully and sensitively so we understand others' viewpoints and can represent our own effectively.

Ask first what we could change about ourselves rather than place blame on others.

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THE SCHOOL YEAR

AUTUMN TERM

1st Half Term

INSET

School opens

INSET

School closes

Monday 3 September 2018

Tuesday 4 September 2018

Monday 15 October 2018

Friday, 26 October 2018

2nd Half Term

INSET

School opens

School closes

Monday 5th November 2018

Tuesday 6 November 2018

Friday 21 December 2018

SPRING TERM

3rd Half Term

INSET

School opens

School closes

Monday 7 January 2019

Tuesday 8 January 2019

Friday 15 February 2019

4th Half Term

INSET

School opens

School closes

Monday 25 February 2019

Friday 12 April 2019

SUMMER TERM

5th Half Term

School opens

BANK HOLIDAY

School closes

Monday 29 April 2019

Monday 6 May 2019

Friday 24 May 2019

6th Half Term

School opens

School closes

INSET

Monday 3 June 2019

Friday 19 July 2019

Monday 22 July 2019

Good attendance at school is acknowledged as a major factor in students' development. Poor attendance leads to disrupted learning and causes underachievement. Legislation was introduced by Parliament in 2014 which states that requests for holidays to be taken in term-time will not be granted, except in exceptional circumstances, and that if students are absent for such a reason, parents will be fined.

We also ask that, where possible, students do not miss school for routine medical and dental appointments.

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TIMING OF THE SCHOOL DAY

MONDAY – FRIDAY

| | |
|----------|-----------------------|
| 8.40 am | Students arrive |
| 8.45 am | Tutorial & Assemblies |
| 9.10 am | Period 1 |
| 10.10 am | Break |
| 10.25 am | Period 2 |
| 11.25 am | Period 3 |
| 12.25 pm | Lunch Break |
| 1.10 pm | Period 4 |
| 2.10 pm | Period 5 |
| 3.10 pm | School Closes |

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If you wish to see your child's tutor (your first point of contact) or any other member of staff, it is useful to telephone beforehand, to make an appointment and ensure that there is sufficient time to address your concerns thoroughly.

Please telephone the School Reception or appropriate Year Manager and staff will be pleased to help you.

| | |
|------------------------|--|
| Our Receptionists are: | Mrs S Misell Mrs J Donnelly |
| Our Year Managers are: | Mrs M Johnston for Transition & Year 7 Mr M McGloin for Years 8 & 9 Mrs R Taylor for Years 10 & 11 |



You can contact us:
by phone on 01663 743284
by fax on 01663 745134



| | |
|-----------------|--|
| By Post: | New Mills School Church Lane New Mills High Peak SK22 4NR |
|-----------------|--|



| | |
|---------------|---|
| Email: | enquiries@newmillsschool.co.uk |
|---------------|---|



| | |
|-------------------------|---|
| Website address: | www.newmillsschool.co.uk |
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ATTENDANCE

Students can achieve maximum success by full attendance.

Every effort should be made to attend School whenever possible.

The School stresses the importance of attendance and punctuality to all lessons.

A good record in this area is rewarded through the reward system of the School.

WHAT CAN YOU DO?

- ✓ Send your child off to School in good time
- ✓ Stress to your child the need for punctuality
- ✓ Supervise the packing of your child's school bag for the first few weeks
- ✓ Ask about the lessons that your child has had each day
- ✓ Discuss what was done and learnt
- ✓ Check homework and exercise books on a regular basis
- ✓ Make sure your child is responding to the teacher comments in purple pen
- ✓ Check periodically that your child has all the necessary equipment

If you have any doubts, please contact the School.

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ABSENCE

a) **Authorised (approved reasons) absences from School are shown below:**

- ❖ Genuine illness, severe enough to prevent attendance
- ❖ Attending a funeral
- ❖ Appointments at a hospital, with a doctor or dentist that can only be made during the School day. Evidence of the appointment must be provided where possible.
- ❖ Religious observance

b) **The School, LA and Government are concerned about unauthorised or unacceptable absence. They include:**

- Staying at home to look after a relative
- Truancy
- Going shopping
- Holiday in the School year
- Minor disorders e.g. headaches

WHAT CAN YOU DO?

- ***Please ensure that your child has excellent attendance. Government guidelines suggest this should be at least 97% and that the School should take further action if attendance drops below this level.***
- ***Make sure that you telephone us on the FIRST day of absence to explain the reason for your child not attending school and keep the School informed if illness is ongoing.***
- ***If possible try to take medical/dental appointments after 3.10 pm or in the holidays.***
- ***Holidays booked during school time will be treated as unauthorised absence and will be subject to a Fixed Penalty Notice fine***

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GROUPINGS

If you have an issue about student progress, please contact Mrs C Jesson. If you have a pastoral care issue, please contact Mrs M Johnston (Transition & Y7 Year Manager), Mr M McGloin (Y8 & Y9 Year Manager), Mrs R Taylor (Y10 & Y11 Year Manager) or your child's Form Tutor.

On page 12, you will find a list of people to contact in subject areas. Please contact the relevant member of staff at the School for subject related queries.

In Year 7, students will be taught, for some lessons, in ability groupings and in mixed ability groupings for other lessons.



In subjects where students are grouped by previous attainment:

- ❖ Groups are reviewed each term.
- ❖ Moving from one group to another is not a frequent occurrence and is not used as a punishment.
- ❖ Students are always counselled about the reasons for any group move.

Initially, Year 7 students are placed in groups on the basis of:

- ◆ Their **Key Stage Two** assessments.
- ◆ Any **other relevant information** from their primary school.
- ◆ **Cognitive Ability Test results (CATs)**.

Grouping is reviewed on the basis of:

- ✓ Performance in class and standard of homework.
- ✓ Performance in teacher assessments.

Movement between groups is made on the basis of what is considered best for each individual student at a given time.

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HOMEWORK

Homework is set on a regular basis to develop independent study habits, as well as to complete and improve the standard of learning. Any concerns regarding homework should be communicated to your child's tutor via the homework diary.

| Type of Homework | What you can do to help |
|---|--|
| <p>Learning facts, details or rules.</p> <p>Completing work already started in School.</p> <p>Completing an on-line test.</p> <p>Improving a piece of work based on teacher feedback.</p> <p>Writing up work done in School or writing a finished version of drafted work.</p> <p>Answering questions about a piece of work completed in a lesson or about some information.</p> <p>Researching information on a given topic. This may be done in the library, using books at home, or if available, computer based resources.</p> <p>Reading ahead in a textbook or novel to get some ideas of what work is to come – and be ready for it.</p> <p>Students may be required to do work in rough as preparation for a lesson.</p> <p>Revision of work for a test or examination.</p> <p>Completing a project.</p> <p>Making a model.</p> <p>Writing a story or presenting an argument.</p> | <p>Act as questioner/tester.</p> <p>Look at the whole piece of work. Ask what it is about. Check spellings and neatness, e.g. underlining titles with a ruler and ruling off.</p> <p>Look at the whole piece of work. Read through to check. Ask your child to explain to you what it is about.</p> <p>Check answers. Do they give the information required?</p> <p>Help and offer encouragement if your child gets stuck. Suggest where to find the information for example a friend, a peer, you or another trusted adult, the internet. Check the final results. Allow your child the independence to visit a library. Go with them to show them how it works.</p> <p>Be aware of what your child is doing in the subject at the moment; be interested in what has been found out.</p> <p>Suggest a starting point perhaps. Once finished, ask your child to read the work to you.</p> <p>Get your child to explain the work or exam to you. Ask questions about it. You could even “mark” the answers if you like.</p> <p>Encourage <u>independence</u>. Try questioning your child so s/he identifies possible solutions rather than telling them what to do.</p> <p>Ensure they attempt the homework. Teachers can learn a great deal about your child's learning barrier from an unsuccessful attempt, but nothing from a blank page.</p> |

You can help by checking on a weekly basis:

- ✓ Homework diaries, exercise books, homework, bags (for letters!) and commenting to staff on any concerns you may have with regard to homework in homework diaries. The more you help, the more successful your child will be.
- ✓ Of course, each child needs somewhere quiet where homework can be done.
- ✓ Providing incentives and routines to encourage students to complete homework is a huge help.

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PARENT PAY

www.parentpay.com

What does ParentPay do?

- enables you to pay for trips and other items such as dinner money
- offers a highly secure payment site
- gives you a history of all the payments you have made
- allows you to create a single account login across all your children that attend a ParentPay school
- shows you all items available for payment relevant to each of your children
- emails a receipt of your payment to the email address you register
- offers you the ability to set automated email/SMS payment reminders

How does ParentPay help you?

- gives you the freedom to make payments to school whenever and wherever you like
- stops you having to write cheques or search for cash to send to school
- gives you peace of mind that your payment has been made safely and securely
- helps with budgeting; payments are immediate, there is no waiting for cheques to clear
- payments for many of the larger trips can be made by instalments up to the due date
- you will never need miss a payment, or have insufficient credit, with automated email/SMS alerts
- ParentPay is quick and easy to use

How does ParentPay help our school?

- reduces the administrative time spent on banking procedures
- keeps accurate records of payments made to every service for every student
- payments do not bounce
- reduces paper 'waste'
- allows for easy and quick refunds to be made back to the payment card
- improves communication between the school and parents concerning payments
- offers a more efficient payment collection process, reducing the amount of money held on school premises
- helps us improve school-home communication with its integrated email/SMS messaging centre

How do I get started?

We have sent you an activation letter containing information to enable you to set up your ParentPay account.

If you have more than one child at a ParentPay school/s you can add them to a single account, providing one login for all children at ParentPay schools.

More information

More information can be found on the ParentPay website, alternatively contact the Finance Office in School – 01663 743284 Ext 163.

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THE LEARNING RESOURCE CENTRE (LRC)



The Learning Resource Centre (aka the school library) is a vibrant area of school where books and computers are available for students in support of their studies and reading for pleasure. Books can be borrowed and taken home for set periods and computers can be booked to complete homework tasks, before and after school, during breaks and at lunchtimes. The Internet, word processing and printing are all available in an environment conducive to work and reading.

All students are automatically entered onto the library system. When a student has chosen a book they would like to borrow, they just bring it to the LRC counter and it will be issued to them. Students can borrow up to 2 books at a time, for a 2 week loan period and this can be renewed for a further period if necessary. Parents are asked to support the Librarian in encouraging their child to look after and to promptly return books when asked to do so.

Accelerated Reader is one of the tools that we use at New Mills to help improve reading and create a love of books. The student picks a book at their reading level (determined by an initial assessment) and then reads it at his or her own pace. When finished, they take a short quiz on the computer – passing the quiz is an indication that the student has understood what had been read. We guide them to books appropriate to their ability and interests and constantly support and encourage students whether they are accomplished or reluctant readers. All year groups are expected to read during one of their tutor periods, and should have their reading book with them at all times.

We hope that your child will be a regular and enthusiastic user of all the LRC facilities at New Mills. We cannot stress enough, the importance of developing the reading habit and we endeavour to nurture it within all our students by the provision of quality and popular children and teenage fiction titles and reading-related events and competitions.

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FACULTY TEAM LEADER CONTACTS



ENGLISH FACULTY

Ms A Harwood
aharwood@newmillsschool.co.uk



MATHEMATICS FACULTY

Mr D Barber
dbarber@newmillsschool.co.uk



EBACC FACULTY

Science
History
Geography
French
German
Computer Science

Ms L Barnfather
lbarnfather@newmillsschool.co.uk



OPEN FACULTY

Art
Drama
Business Studies
Music
PE
Technology
Media

Mr D Harbord
dharbord@newmillsschool.co.uk



LEARNING SUPPORT (SENDCo)

Mrs J Winterbottom
jwinterbottom@newmillsschool.co.uk



STUDENT DEVELOPMENT

Careers
Social, Moral, Cultural,
Spiritual
Personal, Social & Health

Mrs E Davies
edavies@newmillsschool.co.uk



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TEACHING, LEARNING & ASSESSMENT

TEACHING

We believe teaching should create a desire for knowledge developing learners who are curious, resilient and independent, thus enabling stretching progress for every child.

Teaching should combine inspiration and enthusiasm with expert subject, curriculum and assessment knowledge and supported through the explicit teaching of metacognitive strategies.

Continued professional development and reflection ensure we make learning accessible to all students whilst maintaining the school's high expectations.

Mastery is fostered through careful curriculum planning, astutely judged pace, skilled questioning, formative feedback, timely intervention and positive relationships.

Our lessons are purposeful and impactful whilst not exclusively focussed on the confines of the syllabus or to the allotted hour. We aim to support our students in succeeding academically, socially and morally in the classroom and beyond.

Based on Staff Consultation, September 2017

Lesson Checklist:

an aide-memoire for planning and self-evaluation

Lessons shouldn't all the same and so won't always contain everything on this list. However, when you are planning try to integrate these characteristics into your teaching, and when you are evaluating reflect on how you might develop them further or include more.

- ✓ A well planned structure where each teaching episode leads to the next
- ✓ Clear learning objectives and outcomes;
- ✓ Opportunities for involvement of every student.
- ✓ Links to past learning.
- ✓ Allusions to future learning.
- ✓ Awareness of the 'bigger picture' and the 'direction of travel'.
- ✓ Expectation of students demonstrating the '5 Rs': Respect, Responsibility, Resilience, Resourcefulness & Reflection.
- ✓ Constructive and clear feedback.
- ✓ DIRT.
- ✓ Explicit teaching of vocabulary through a Word of the Lesson.
- ✓ Careful deconstruction of Literacy Skills.
- ✓ Numeracy opportunities exploited.
- ✓ SMSC issues highlighted and explored.
- ✓ Skilful Questioning.
- ✓ Using Bloom's or SOLO Taxonomy to underpin your activities and expectations.
- ✓ Clarity of success criteria.
- ✓ Variety of appropriate learning activities to maximise engagement and progress.
- ✓ Variety of groupings – mixed ability, achievement, temperament, readiness etc.
- ✓ Variety of groupings – individual, pairs, teams.

- ✓ Students contributing in a variety of roles.
- ✓ Relevant resources – accessible but challenging.
- ✓ Creative and engaging use of ICT.
- ✓ AFL strategies – self, peer and teacher assessment to gauge progress throughout the lesson.
- ✓ Relevant and challenging homework.

LEARNING

We know that students perform better if they develop a ‘growth mindset’. These characteristics ensure young people do not fear failure but see it as an opportunity to learn and thus make better progress. We particularly encourage and support these three qualities:

As parents and carers you can support your child and us by:

- Supporting them in being organised and prepared in terms of equipment and deadlines;
- Praising their efforts just as much as their achievements;
- Always helping them recognise the link between effort and achievement;
- Encouraging them to think carefully about work they find difficult and identify what they have learnt from the challenge.

ASSESSMENT

There are two main kinds of assessment. A Summative Assessment identifies the current standard of that piece of work. This is reflected by a number or a grade and tells you and your child the standard they are achieving now. We have three main summative assessments a year. Students will know in advance when they have such an assessment and will be given time to prepare. The results of these assessments are reflected in the snapshots you receive from us.

A Formative Assessment does not have a grade or a number but provides feedback which may include comments, questions and actions that aim to show your child how to improve. At New Mills School we expect your child to respond to this feedback directly in purple pen and you will see this in their book. We call this DIRT which stands for DIRECTED IMPROVEMENT AND REFLECTION TIME. We sometimes set this for homework and that is what ‘DIRT work’ means if you see it in your child’s planner. Even if they haven’t been set it for homework, if you ever see a question or correction or instruction in your child’s book that they haven’t responded to, you should encourage them to do so.

We also expect your child to take pride in the presentation of their work and in the written accuracy.

- Headings should be underlined;
- Work should be dated;
- Assignments should be proof-read (checked) before handing in to avoid careless mistakes;
- Literacy corrections marked should always be put right.

| | |
|--------------|--|
| C | Capital in wrong place or missing |
| P | Incorrect or missing punctuation |
| SP | Wrong spelling – check in a dictionary |
| // | Paragraph break missing |
| ~~~~~ | Word/Phrase/Sentence(s) doesn’t make sense |

NOT ALL WORK IN YOUR CHILD’S EXERCISE BOOK IS FOR ASSESSMENT SO PLEASE DO NOT EXPECT EVERY PAGE TO BE MARKED. A subject teacher will not mark notes, plans, drafts and knowledge quizzes may be self or peer assessed rather than by their teacher.

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BEHAVIOUR FOR LEARNING

EXPECTATIONS

- ◆ To be on time
- ◆ To wear the correct uniform
- ◆ To be properly equipped
- ◆ To respect staff and peers
- ◆ To try your best

CONSEQUENCES

| | |
|--|---|
| 1 st time an expectation is not met | Reminder of need to follow expectations |
| 2 nd time an expectation is not met | C1 = Formal warning |
| 3 rd time an expectation is not met | C2 = 10 min detention |
| 4 th time an expectation is not met | C3 = 30 minute lunchtime detention On Call requested. Student removed from a classroom |
| 5 th time an expectation is not met | C4 = Student will be placed in Seclusion until 4.10 pm. |
| Repeated call outs or other serious infringements of the rules | SLT Detention/Fixed term exclusion |

Failure to attend detention will result in an escalation to the next level.

Any student repeatedly not meeting expectations and whose behaviours are disrupting their own learning and/or that of others will be asked to attend a Governors' panel with their parents.

Please note that arrangements may also be made to detain students after the end of a school session on other occasions. Parental consent is not required for detentions, DfE 2016.

Any student who is severely disruptive will be removed from the room by a senior member of staff. As a last resort a student may be excluded by the Headteacher for a fixed period or permanently.

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REWARDS

We strongly believe that praise and reward is the most important part of any approach to behaviour management. As a result we have a well-developed rewards system.

The following things are available as rewards for students:

- Verbal praise
- Reward stickers Many students enjoy being given reward stickers on good pieces of work.
- Achievement Points To gain certificates and rewards.
- Postcards home The School has a range of postcards that can be sent home to parents praising students' achievement.
- Awards assemblies Every term there is a progress awards assembly.
- Certificates These can be given for behaviour or performance, e.g. exceptional homework, 100% attendance.
- R.I.G.H.T Rewards These are given in recognition of students who show the following qualities: Respect, Integrity, Generosity, Honesty and Tolerance
- Prize giving There is an award ceremony at the end of the year to recognise effort and achievement and to which parents are invited.

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OUR CONTRACT WITH YOU AND YOUR CHILD

WE WILL:

- ❖ Strive to provide the highest possible standards of teaching
- ❖ Provide a safe, caring and enjoyable environment
- ❖ Monitor the progress of your child
- ❖ Celebrate your child's achievements
- ❖ Provide regular homework and check and sign homework diaries
- ❖ Mark work regularly
- ❖ Provide opportunities to discuss your child's progress
- ❖ Be available to talk to you about your children in a friendly, reasonable and professional manner
- ❖ Provide ample opportunity for your child to take part in extra-curricular activities

YOUR CHILD WILL:

- ✓ Treat all members of the School community with courtesy and respect
- ✓ Always try his/her hardest with all aspects of work and produce it on time
- ✓ Keep School rules and behave in a responsible way, both in School and travelling to and from School
- ✓ Be punctual
- ✓ Have high standards of attendance
- ✓ Always wear the full and correct School uniform
- ✓ Bring all equipment and books needed for every lesson, especially their study planner
- ✓ Allow other students to get on with their work
- ✓ Respect the School environment
- ✓ Refrain from using electronic equipment in school, including mobile phones, games, ipods etc

WE REQUEST THAT YOU:

- ◆ Encourage your child to respect all members of the School community and the School environment
- ◆ Inform the School of any problem that might affect your child
- ◆ Support the School's policies of behaviour, attendance, punctuality and uniform
- ◆ Avoid taking holidays in term time
- ◆ Monitor your child's homework and provide an encouraging environment and routine to support this
- ◆ Attend Parents' Evenings
- ◆ Deal with all School matters in a friendly and positive manner

**REMEMBER WE ARE HERE TO WORK WITH PARENTS TO HELP ALL STUDENTS ACHIEVE
THEIR FULL POTENTIAL**

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SCHOOL UNIFORM

School uniform is compulsory:

- ✓ Black blazer with School logo, **white shirt** and School tie
 - School ties are available from School
 - School blazers are available from Trutex or Headmaster's in New Mills Market
- V-neck jumper/tank top with School logo is optional
(NB: hooded tops are not allowed.)
- ✓ Plain black trousers (not 'skinny') or knee length, box pleated skirt
(NB: jeans, leggings and tracksuits are not allowed.)

PLUS

- ✓ Suitable and sensible **black leather or leather look shoes** which can be polished (not canvas) with black or white socks. Shoes must **not** have white or coloured flashes. **Other coloured trainers are only to be worn for PE and break/lunchtimes and NOT for the journey to and from School or during lessons and registration**
- X Open-toed sandals, high-heels and boots are not allowed.**
- ✓ Jewellery – 1 pair of earrings (studs or small sleepers only), watch, 1 ring
- X Other visible body piercing is not allowed**
- X Makeup and nail varnish not allowed**
- X Extreme hairstyles are not allowed, neither is hair that is not a natural colour**

Students must wear their blazer around School at all times.

Students can remove their blazer in lessons only with permission of the teacher.

Students are expected to change for PE lessons.

The school will make a judgement as to whether the hair style presented is in keeping with the ethos and high expectations we have as a school.

- Hair may not be worn in extreme or outrageous styles and must be of natural shades. (School will make a judgement on this)
- Students are not permitted to be shaven bald or have Number One cuts.
- Blended hair styles must not be shorter than a Number Two.
- Haircuts where patterns, stripes or letters have been cut into the student's hair are not permitted.

PE WEAR

- ✓ Red polo shirt, with School logo
- ✓ Plain black shorts
- ✓ Plain black socks
- ✓ Black jogging pants (optional)
- ✓ School rugby shirt (optional)
- ✓ Indoor sports shoes
- ✓ Outdoor sports shoes

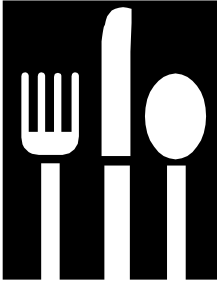
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LUNCHTIME AT SCHOOL



On the next page is a sample menu for lunchtime and break-time at the School.

Students normally bring approximately £3.50 per day to spend at lunchtime and break time.

Please encourage your child to eat as healthily as possible.

Please note that chips are only available once a week and have to be purchased as part of a meal.

Water is available to buy in bottles. Students are encouraged to bring a bottle of water to School with them – please bring water in a **screw top** bottle.

Students who have packed lunches eat their lunches at the same time and in the same place as other students who have School dinners.

There is also the opportunity for your child to purchase a snack and drink at morning break.

Students are not allowed to leave the site at lunchtimes.

Students should eat only in designated areas.



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| |
|--------------------|
| SAMPLE MENU |
|--------------------|

| MORNING BREAK | | | |
|---|---------|-----------------------------|-------|
| <i>TOAST SLICE</i> | 25p | <i>PIZZA</i> | £1.05 |
| <i>BACON MUFFIN</i> | £1.50 | <i>CHICKEN BURGER</i> | £1.50 |
| <i>CROISSANT</i> | 70p | <i>TEA CAKE SLICE</i> | 35p |
| <i>BAGEL/BAGEL & CHEESE</i> | 40p/80p | <i>FRESH FRUIT</i> | 35p |
| <i>MEAT FREE SAUSAGE ROLL</i> | 45p | <i>YOGHURT</i> | 50p |
| <i>CHEESE TOASTIE</i> | 90p | | |
| LUNCH | | | |
| <i>JACKET POTATO & BUTTER</i> | £1.10 | <i>BREAD ROLL</i> | 40p |
| <i>JACKET POTATO with 1 filling</i> | £1.95 | <i>SMART FOOD PASTA</i> | £1.80 |
| <i>JACKET POTATO with 2 fillings</i> | £2.10 | | |
| <i>SALAD BOWL</i> | £1.75 | <i>WRAPS</i> | £1.80 |
| <i>SANDWICHES starting from</i> | £1.60 | <i>SOUP</i> | 80p |
| | | <i>SOUP WITH ROLL</i> | £1.30 |
| <i>DISH OF THE DAY</i> | £1.80 | <i>CAKE, FLAPJACK ETC.</i> | 65p |
| <i>DISH OF THE DAY +PUDDING</i> | £2.10 | <i>BISCUITS</i> | 65p |
| <i>DISH OF THE DAY + PUDDING + DRINK</i> | £2.35 | <i>CRACKERS WITH CHEESE</i> | 65p |
| <i>VEGETARIAN DISH OF THE DAY</i> | £1.80 | <i>GRATED CHEESE/TUNA</i> | 50p |
| <i>CHIPS/FRENCH FRIES to be bought as part of a meal ONLY</i> | £1.60 | <i>CUSTARD</i> | 30p |
| <i>SACHET SAUCES/ BUTTER/ FLORA PORTION</i> | 10p | <i>PUDDING (+ CUSTARD)</i> | 65p |
| | | <i>GRATED CHEESE</i> | 50p |
| DRINKS | | | |
| <i>WATER small</i> | 40p | <i>MILK SHAKE</i> | 60p |
| <i>WATER large</i> | 80p | <i>MILK</i> | 50p |
| <i>FRESH JUICE</i> | 35p/80p | | |

PARENTS' HANDBOOK

2018-2019

Extra-Curricular Activities offered 2017-18 ***(Subject to change for 2018-2019)***

A variety of activities take place outside lesson time. These activities aim to develop skills and abilities in a positive, social environment which is less formal than the classroom.

These include:

A wide range of Music Clubs including Choir, Orchestra, Big Band and Recorder Ensemble, as well as guitar, string, brass and flute clubs.

A variety of Sports clubs, including those that are offered as part of the Physical Education Curriculum, as well as some that are not. These include football, netball, rugby, badminton, trampolining, fitness, street dance, golf, cricket, athletics and rounders.

Book Club

Maths Clubs

Science Clubs, including Astronomy

Art Club

Young Chamber – community and business enterprise activities

Social Table Tennis

Computer Clubs

French/Spanish Club

Student Journalism

PARENTS' HANDBOOK

2018-2019

SCHOOL TRANSPORT ARRANGEMENTS

Prices correct at 30.06.2018 – subject to review

High Peak Buses have requested that:

1. Students bring the correct money if possible or at least not large denominations notes as giving change delays the driver and can result in the bus being late.
2. Students disembarking from the bus in the bus bay must use the safe railed area to come into the building not by going down the side of the bus and behind the vehicle. Students are fully aware of the correct procedure, but I would be grateful if parents endorse this please.

May I take this opportunity to remind parents and students that inappropriate behaviour ie. smoking, bad language, or anything that compromises Health & Safety will result in students being banned from travelling. The driver has every right to ask students to get off the bus if the safety of others is at risk.

If parents have any queries regarding the above, please address them to the School Finance Office finance@newmillsschool.co.uk

| Service No 60 | | | B-Line single | B-Line return | B-Line Weekly |
|------------------------------------|------|------|---------------|---------------|---------------|
| Hayfield Bus Station | 0810 | 1552 | £1.35 | £2.50 | £9.40 |
| Birch Vale Grouse Hotel | 0813 | 1549 | £1.35 | £2.50 | £9.40 |
| Thornsett Printers Arms | 0815 | 1547 | £1.00 | £1.85 | £7.05 |
| Low Leighton Ollersett View | 0821 | 1541 | £1.00 | £1.85 | £7.05 |
| New Mills School | 0822 | 1537 | | | |

| Service No 61 Glossop to Buxton | | | B-Line single | B-Line return | B-Line Weekly |
|---|------|------|---------------|---------------|---------------|
| Glossop | 0740 | 1606 | £2.35 | £4.50 | £16.45 |
| Grouse Inn | 0747 | 1557 | £1.70 | £3.00 | £11.75 |
| Little Hayfield | 0750 | 1552 | £1.70 | £3.00 | £11.75 |
| Hayfield Bus Station | 0755 | 1548 | £1.35 | £2.50 | £9.40 |
| Birch Vale Grouse Hotel | 0758 | 1543 | £1.35 | £2.50 | £9.40 |
| Low Leighton Ollersett View | 0801 | 1540 | £1.35 | £2.50 | £9.40 |
| Marsh Lane Bus Stop | 0805 | | | | |
| New Mills School | | 1528 | | | |

| Service No 61 Buxton to Glossop | | | B-Line single | B-Line return | B-Line Weekly |
|---|------|------|---------------|---------------|---------------|
| Whaley Bridge Station | 0800 | 1543 | £1.70 | £3.00 | £11.75 |
| Furness Vale | 0803 | 1541 | £1.35 | £2.50 | £9.40 |
| Newtown Old Post Office | 0810 | 1534 | £1.35 | £2.50 | £9.40 |
| New Mills Bus Station | 0815 | 1530 | £1.35 | £2.50 | £9.40 |
| New Mills School | 0820 | 1525 | | | |

| Service 199 | | | B-Line single | B-Line return | B-Line Weekly |
|-----------------------------------|------|------|---------------|---------------|---------------|
| Chapel-en-le-Frith New Inn | 0744 | 1557 | £2.35 | £4.20 | £16.45 |
| Whaley Bridge Station | 0753 | 1547 | £1.55 | £2.85 | £10.80 |
| Newtown Swan | 0800 | 1539 | | | |

Season tickets are also available from Head Office. See www.highpeakbuses.com for contact details

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2018-2019**

FOR YOUR NOTES