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## VISION AND VALUES

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.

We encourage all students to work hard and aim high in order to succeed both academically and personally.

We nurture and build ambition for our students. Whilst your children grow into young people with us, we will open opportunities, broaden horizons and introduce challenges ensuring that in our five years together they are becoming the best that they can be.

We fully recognise that students have different interests, dreams, abilities and needs and our school's broad and flexible curriculum reflects this. Staff are qualified and experienced in ensuring that students achieve their full potential regardless of their starting points. We offer a wide range of GCSE choices including Engineering, Computer Science, Art, Drama, Music, separate sciences and many more. Our curriculum extends beyond the classroom and our students are encouraged to participate in many other learning experiences that do not begin and end on the bell.

All students are encouraged to take responsibility for their own learning and conduct. Discipline in the school is clear and consistent to ensure an orderly and effective learning environment in which we expect high standards of work, behaviour and uniform. We take pride in the positive partnership we have with parents and carers, knowing that when home and school work together we can ensure the very best opportunities for personal and academic fulfilment.

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

Mrs Caroline Jesson and Ms Alison Barker  
Heads of School

## VISION AND VALUES

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 5 Rs

At NMS we believe in doing things the right way; starting and ending the day with the right attitude, having the right ambitions and ultimately, achieving the right results. The school's role is to maximise your child's achievement and well-being along this journey, to help them succeed and thrive in their future; long after they 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

Demonstrate honesty, integrity & self-respect, and uphold the rule of law  
Treat others with compassion, generosity and empathy irrespective of difference  
Forge positive relationships  
Value and celebrate diversity

#### Reflective

Embrace a growth mindset to effect change for the better  
Recognise that experience, belief and practices are interconnected  
Be thoughtful, curious and keen to develop an understanding of the world  
Recognise your own strengths, achievements and weaknesses and evaluate how these might inform your future  
Engage critically with, and offer reasoned views on, political, moral and ethical issues and appreciate that the views of others may differ

#### Resilience

Have belief in your own abilities and are aspirational for your future  
Possess a strong work ethic  
Show motivation and determination in the face of adversity  
Recognise and successfully manage emotions to cope with the normal stresses of life  
Manage transitions successfully

#### Resourceful

Demonstrate self-reliance, proactivity and independence  
Effectively utilise resources available, including guidance, support and advice  
Participate in, and respond positively to, artistic, sporting and cultural opportunities  
Draw on experiences to be an effective self-advocate  
Be empowered to be aspirational, plan and manage your own future

#### Responsibility

Be organised, steadfast and reliable  
Be an active and responsible citizen who demonstrates a keen sense of social responsibility  
Be accountable for, and recognise the impact of, your decisions and actions  
Operate confidently and communicate effectively in a variety of settings  
Demonstrate active ownership and a sense of pride in school  
Manage risk and emotion in order to make sound decisions

**WE WILL:**

- ❖ Provide a safe, caring and enjoyable environment
- ❖ Strive to provide the highest possible standards of teaching
- ❖ Monitor the progress of your child
- ❖ Provide regular homework which supports their learning in class
- ❖ Provide feedback that is meaningful, manageable and motivating for students and staff
- ❖ Celebrate your child's achievements
- ❖ Provide opportunities to discuss your child's progress
- ❖ Be available by appointment to talk to you about your children in a friendly, reasonable and professional manner should this be necessary.
- ❖ Provide ample opportunity for your child to take part in extra-curricular activities

**YOUR CHILD WILL:**

- ◆ Endeavour to embody the school values of respect, reflection, resilience, resourcefulness and responsibility
- ◆ Treat all members of the School community with courtesy and respect
- ◆ Respect the School environment
- ◆ Reflect upon their experiences and efforts whilst striving to improve
- ◆ Always try their hardest with all aspects of work and produce it on time
- ◆ Allow other students to get on with their work
- ◆ Have high standards of attendance
- ◆ Be punctual
- ◆ Always wear the full and correct School uniform
- ◆ Bring all equipment and books needed for every lesson
- ◆ Refrain from using electronic equipment in school, including mobile phones, games, ipods etc
- ◆ Keep School rules and behave in a responsible way, both in School and travelling to and from School

**WE REQUEST THAT YOU:**

- ◆ Talk with your child about the school values of respect, reflection, resilience, resourcefulness and responsibility
- ◆ Encourage your child to respect all members of the School community and the School environment
- ◆ Talk to your child positively about school and education and their potential to succeed
- ◆ Monitor your child's homework and provide a quiet environment and regular routine to support this
- ◆ Inform the School of any problem that might affect your child
- ◆ Support the School's policies of behaviour, attendance, punctuality, communication and uniform
- ◆ Do not take holidays in term time
- ◆ Attend Parents' Evenings
- ◆ Support your child in undertaking extra-curricular activities
- ◆ Deal with all School matters in a friendly and positive manner, understanding that in our busy environment we cannot always meet or speak with you immediately

**When home and school work together we can ensure the very best opportunities for personal and academic fulfilment.**

# THE SCHOOL YEAR

## AUTUMN TERM

### 1st Half Term

INSET  
INSET  
School opens  
INSET  
School closes

**Tuesday 1 September 2020**  
**Wednesday 2 September 2020**  
Thursday 3 September 2020  
**Friday 16 October 2020**  
Friday 23 October 2020

### 2nd Half Term

School opens  
INSET  
School closes

Monday 2 November 2020  
**Friday 4 December 2020**  
Friday 18 December 2020

## SPRING TERM

### 3rd Half Term

INSET  
School opens  
School closes

**Monday 4 January 2021**  
Tuesday 5 January 2021  
Friday 12 February 2021

### 4th Half Term

School opens  
School closes

Monday 22 February 2021  
Thursday 1 April 2021

## SUMMER TERM

### 5th Half Term

INSET  
School opens  
**BANK HOLIDAY**  
School closes

**Monday 19 April 2021**  
Tuesday 20 April 2021  
Monday 3 May 2021  
Friday 28 May 2021

### 6th Half Term

School opens  
School closes

Monday 7 June 2021  
Thursday 22 July 2021

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.

## **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

# ATTENDANCE

## Attendance

- Regular attendance at school means that your child can make the most of their education, improving their opportunities later in life.
- School can also help your child to develop their social skills such as making and maintaining friendships.
- A regular and punctual attendance pattern will help your child when they enter the world of work.
- Research has shown a clear link between good attendance at school and the quality of the qualifications that students achieve.

*“For every 17 days you are absent, your GCSE results will drop by a whole grade” (DFE research)*

## How can I help my child attend school regularly?

- Take a positive interest in your child's work, including homework.
- Attend Parents' Evening and other school events.
- Make sure you know your child's attendance target. All students should aim to achieve at least 97%.
- Try not to make Dental/Medical appointments for your child in school time. When this cannot be avoided, send them in to school for the rest of the day. You should send the appointment letter/card as evidence with a note signed by you.
- Only allow days off for **genuine** illness.
- Make sure you contact the school straight away **and** send a signed note on their return.

## What are my responsibilities for my child's school attendance?

- As a parent/carer it is your responsibility to ensure that if your child is of compulsory school age, they attend both regularly and on time.
- The Local Authority has a duty to make sure that all parents/carers fulfil this responsibility.
- Make sure you contact school every day that your child is absent to provide a reason.

You are required to provide medical evidence to authorise your child's absences. This can be an appointment card, letter from a medical professional or a copy of a prescription. For longer periods of absence, you may be required to obtain a doctor's note. If possible, please confirm how many days off the doctor's has signed your child off school and send evidence to your child's Student Support Manager or Year Manager.

## Punctuality

Being late affects attendance:

- Arriving 5 minutes late every day adds up to over 3 days lost each year.
- Arriving 30 minutes late every day adds up to over 4 weeks lost each year!
- If your child arrives after the close of the register, a U code will be recorded, which is an unauthorised absence and statutory action may be considered.

## Late Detentions

If your child arrives late to school they are required to complete a 30 minute after school detention the same day

# ABSENCE

## Leave of Absence

- Holidays during term time WILL NOT be authorised.
- The Head Teacher may consider requests for leave of absence ONLY in exceptional circumstances.
- A "Request for Absence in Term Time" form (available from our website) must be submitted by the Parent/Carer IN ADVANCE to Mr I Withers who will send written response.
- Failure to request leave of absence will result in the absences being recorded unauthorised and you may be liable for statutory action.

## What will happen if my child does NOT attend school regularly?

- The school will contact you in the first instance to raise concerns about your child's attendance.
- You will receive letters updating you on your child's attendance and punctuality, phone calls will be made to discuss any concerns and home visits may also be carried out. The law:

The Education Act 1996 describes parents' duty in relation to their child's attendance at school.

"if a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school his parent is guilty of an offence"

There are specific defences in respect of this offence. Unless one of the defences listed in the Education Act 1996 applies the offence is proven and the parent found guilty. The defences are summarised below:

- The parent proves the child did not attend because of sickness or unavoidable cause
- The child is absent with leave
- (permission given by the school)
- The child is absent on a day exclusively set apart for religious observance by the religious body to which his parent belongs
- The local education authority has failed to make suitable travel arrangements (where it is obliged to do so) to facilitate the child's attendance
- The child is of no fixed abode and the parent proves his trade or business requires him to travel from place to place

The Local Authority will not take legal proceedings if it believes a legitimate defence exists.

If you continue to fail in your responsibility you may:

- Receive a Penalty Notice. This is a fine of £120 to be paid within 28 days, which is reduced to £60 if paid within 21 days of the notice being served. The fine can be issued for truancy, holidays in term time or poor attendance/ punctuality. Failure to pay a penalty notice may result in prosecution.
- Be prosecuted in the Magistrates Court. This could result in a fine of up to £2,500 per responsible adult or up to 3 months imprisonment.



## 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



## CURRICULUM AND GROUPINGS

When children join us in Year 7, they have already experienced a rich curriculum at primary school. At New Mills we take this starting point and develop subjects that have already been encountered, as well as introducing children to some new areas of study. In Year 7, 8 and 9 students have 8 lessons of English and 8 lessons of maths every fortnight. They have 6 lessons of Science, 6 of a language (currently French or Spanish), 4 PE lessons, 3 Geography, 3 History and 2 each of Art, Computer Science, Drama, Music, Personal Development and Technology (Catering/Engineering). In Years 10 and 11 students tailor part of their curriculum to suit their aspirations, choosing to study three optional courses which include the subjects above but currently also include Construction, Media Studies, ICT and Sports Science.

Initially, Year 7 children are placed into form groups creating a mix of students. Some subjects are taught in these groups. For some other subjects students are placed into different groups using information such as:

**Key Stage Two assessments**

**Relevant information** from their primary school

**Cognitive Ability Test results (CATs)** taken early in the Autumn term at New Mills  
**New Mills School internal assessments**

These subject specific groupings are not fixed, and they are reviewed regularly. Students may move groups based on their performance in class, their standard of homework and performance in assessments. Any movement between groups is based on what is considered best for each individual student at a given time. Students will always be informed about the reasons for movement between groups.

You will be informed about your child's progress formally via written reports. If you have any general concerns about your child's progress, or their experience at school please contact their form teacher in the first instance. If you have a concern about a specific subject, please contact the leader of that subject or their class teacher. If you have a pastoral care issue, please contact your child's Year Manager. All contacts can be found at the back of this booklet.



# LEARNING & TEACHING

## 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.

## 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. This is closely tied to our 5Rs values and we expect students to exhibit these behaviours in their learning by:

### **Respect**

for the opportunity offered by a NMS education and the right of their peers to learn in a calm, focused environment.

### **Reflectiveness**

to understand that acting on feedback – both written and spoken – is how they will make progress.

### **Resilience**

so that they accept that failure is part of learning and if they never failed they would never have been challenged.

### **Resourcefulness**

to solve problems, and behave as an independent and curious learner when appropriate.

### **Responsibility**

to be organised and make sure they have the right equipment and meet deadlines.

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

- Praising their efforts even more than 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;
- Supporting them in being organised and prepared in terms of equipment and deadlines.

## ASSESSMENT

There are two main kinds of assessment. A summative assessment identifies the current standard of a specific 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 in Year 7. Students will know in advance when they have such an assessment and will be given time and support 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 in purple pen and you will see this in their book. We call this REFLECTION. If you ever see a question or correction or instruction in green ink 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.

<b>C</b>	Capital in wrong place or missing
<b>P</b>	Incorrect or missing punctuation
<b>SP</b>	Wrong spelling – check in a dictionary
<b>//</b>	Paragraph break missing
<b>~~~~~</b>	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.

## EQUIPMENT

Students must bring their own equipment to school. It is checked on a daily basis as part of their responsibility to their own learning.

- 30cm clear pencil case
- 3 black pens
- 2 purple pens
- 3 pencils
- Pencil sharpener
- Eraser
- Clear 30cm ruler
- Highlighter
- Protractor
- Metal safety compass
- Glue stick
- Casio fx-83GT X or Casiofx-83GT PLUS scientific calculator

We want to minimise the time between finishing learning in one lesson and starting again in another. For this reason, students are asked to carry their pencil case in their hands between lessons.

Students are also expected to carry a reading book and their student planner at all times in their bags.

# HOMEWORK

Homework is set on a regular basis to develop independent study habits as well as to complete important academic work. At New Mills School we are committed to setting homework which underpins and supports meaningful progress and therefore do not have a rigid homework timetable as this can lead to assignments being set to fulfil a routine rather than to meet a specific learning aim.

Homework assignments will be set on the school's online learning platform where students and parents are able to access information, resources and deadlines through computer, tablet or mobile phone.

Type of Homework	What you can do to help
<ul style="list-style-type: none"> <li>• Learning facts, details or rules.</li> <li>• Completing work already started in School.</li> <li>• Completing an on-line test.</li> <li>• Improving a piece of work based on teacher feedback.</li> <li>• Writing up work done in school or writing a finished version of drafted work.</li> <li>• Answering questions about a piece of work completed in a lesson or about some information.</li> <li>• Researching information on a given topic. This may be done in the library, using books at home, or if available, computer based resources.</li> <li>• Reading ahead in a textbook or novel to get some ideas of what work is to come – and be ready for it.</li> <li>• Thinking about a topic or dilemma or considering what their answer might be to a complex question.</li> <li>• Preparing work in rough that will be used in the next lesson.</li> <li>• Revision of work for a test or examination.</li> <li>• Completing a project.</li> <li>• Making a model.</li> <li>• Sustained writing from different genres such as writing a story or structuring an argument</li> </ul>	<ul style="list-style-type: none"> <li>• Act as questioner/tester.</li> <li>• 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.</li> <li>• Look at the whole piece of work. Read through to check. Ask your child to explain to you what it is about.</li> <li>• Check answers. Do they give the information required?</li> <li>• 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.</li> <li>• Be aware of what your child is doing in the subject at the moment; be interested in their learning</li> <li>• Suggest a starting point perhaps. Once finished, ask your child to read the work to you.</li> <li>• Get your child to explain the work or exam to you. Ask questions about it. You could even “mark” the answers if you like.</li> <li>• 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</li> <li>• Encourage independence. Try questioning your child so s/he identifies possible solutions rather than telling them what to do</li> </ul>

## **You can help by:**

Regular checks on homework deadlines using ClassCharts and helping your child plan and manage their time.

Looking at the work they produce at home and motivating them to routinely check and proof-read as part of the process.

Checking their timetable to ensure they have the right books, kit and equipment.

Ensuring your child has somewhere quiet where homework can be completed.

Providing incentives and routines to encourage students to complete homework to the best of their ability.



**Children with Barriers to Learning. The New Mills School Community – Inclusion in action.**

We all perceive and interact with the world in a slightly different way; our interpretation of people and events and actions is different, our creative abilities, our capacity to store and retrieve knowledge, analyse and evaluate, interpret and apply that understanding to new contexts, even the way we move through our environments and how we use our senses of sight, hearing, touch, taste, smell can be different. Our experience of childhood and upbringing and our understanding or love, security commitment and personal and social responsibility and social interactions are all different. In our school, the starting point for understanding and provision for a child's needs is that there are differences between all of us which are part of us and not what defines us. Here, we try to identify and answer needs and overcome barriers to learning where those differences may sometimes make learning in a school environment problematic.

**All children: -**

- are valued for the miraculous individuals they are and for the potential of the people they will become.
- are accepted for who they are and are expected to be accepting and welcoming of others including those they may perceive as "different"
- deserve to be supported in their learning and emotional development and are expected, without exception, to support others in their class and in the school in the same way.
- need to have dreams for their future and accept the reality and limitations of being in school and do their best to take advantage of their learning.
- need to make adjustments in their understanding and behaviour to learn as well as they can, and to help others to make adjustments to improve their learning.

**Teachers will: -**

- Seek to understand individual students and their differences.
- Seek to make students feel safe, secure and wanted in the classroom and create positive relationships with them.
- Be a partner with a student in developing his or her learning
- Make adjustments, where they can, within the classroom to provide for those differences through differentiated delivery, dialogue and understanding
- Explain to students the limitations of learning together in a classroom of other children and help them to adjust behaviours where necessary to improve their own learning and support the learning of others.

**The school will: -**

- Endeavour to identify a child's needs where there appear to be barriers to learning.
- Act in partnership with the student and parents to enter into a dialogue to support the student and together provide for their needs.
- Support those needs in school in accordance with the SEND code of practice (2015).

**Learning Support team**

As well as by all school staff, children with barriers to learning are supported in school by: -

- Mrs J Winterbottom – SENDCO [jwinterbottom@newmillsschool.co.uk](mailto:jwinterbottom@newmillsschool.co.uk)
- Teaching Assistants Team – TA Team leaders Mrs A Wilson and Mrs J Williamson
- Year Team Managers – Year 7 Mrs Johnston
- Assistant Head for Inclusion – Mr I Withers

## **The Graduated Response**

School support provides a **graduated response** to needs and is divided into: -

**Wave 1 Interventions** – interventions which can be made within the classroom by the teacher to make adjustments for learning differences identified. This is quality inclusive teaching taking account of the needs of all learners.

**Wave 2 interventions** – interventions in school by school staff over and above those taking place in the usual classroom situation to address unmet learning differences. These are specific, time limited and for children who need additional help to make progress. This may be an individual or small group activity. (Examples are 1:1 reading activities, small group booster learning.)

**Wave 3 intervention** – describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions and / or interventions by third party groups (examples are Tailor Made Pathways, alternative curriculum, behaviour support.)

Some students will benefit from Higher Needs Funding (EHCP, Derbyshire GRIP)

## **Exam Access Arrangements.**

We work hard to ensure that students have the adjustments they need within an exam context to ensure that they are able to perform on a level playing field with those students without learning differences. In Year 9, an identified student will be tested for access arrangements and may be granted extra time, a computer reader, use of word processor etc. These arrangements should be used for assessments going forward to Year 11 and the access arrangements granted will be valid going forward to college Years 12 and 13.

Some students have had access arrangements at primary school; where we are aware, we will roll these over into Year 7. We have good communication with feeder primary schools, but if you know your child had additional time for their SATs at primary school and they did not attend a feeder primary school, or you think they are not having additional time for assessments in school, please inform the learning support team.

## **Transition**

We have a flexible welcoming approach to transition and recognise that some students need more exposure to the school setting than others. Individual students with parents or primary school staff, often visit school during a working day to familiarise themselves with the building, people and environment.

## **Equipment**

Learning Support is equipped with a set of lap-tops which a student with differences which show they may benefit from word-processing can contract to borrow for periods of the school day. All the school's IT suite, Learning Support, lap-tops and teacher computers are loaded with Claro Read text to speech software.



## 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 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 an independent reading habit and we endeavour to nurture it within all our students by the provision of quality and popular children and teenage fiction titles, access to non-fiction magazines and newspapers supported by reading-related events and competitions.

## REWARDS

At New Mills we strongly believe that children should be praised and rewarded when they meet or indeed exceed our expectations. We have a well-developed rewards system, which recognises student achievements in demonstrating our values, the 5 Rs.

In lessons students receive verbal and written praise for excellence. In some subjects, praise stickers are used to make this praise visible. Students are also awarded “R” points when they demonstrate a high standard in one (or more) of our 5 Rs. These points could be awarded for many different things for example; answering questions well in class (responsibility), excellence in a piece of work (resourceful), a great improvement in a piece of work (resilience), working well as a team (respect) etc. R points can also be earned around school between lessons, for homework or as part of an extra-curricular activity.

In addition, the school range of postcards that can be sent home by any member of staff to parents praising students’ achievement. These are sent to praise outstanding achievements and carry 10 R points which are added to a student’s total.

When you receive a report for your child, they will have earned some R points for various aspects of that report – their progress, attainment and 5 Rs scores all carry R points that are added to their individual total. Posters listing names of students making the most progress, achieving the highest attainment and top 5 Rs scores are displayed around the school for each subject, and outside the canteen for the overall highest achievers.

At the end of each half term each year group attends a rewards assembly. These celebrate the achievements of individuals and groups over the preceding half term. R point totals are shared and the form with the highest total in each of the 5 Rs earns a certificate. The overall winning form receives a prize.

Twice a year (in December and July) students can earn a place on the rewards trip. We use the individual R point totals as well as attendance and behaviour information to determine which students receive the offer of a place on these trips. In the past these have included trips to Buxton cinema, to the Trafford centre for Christmas Shopping and to Alton Towers.

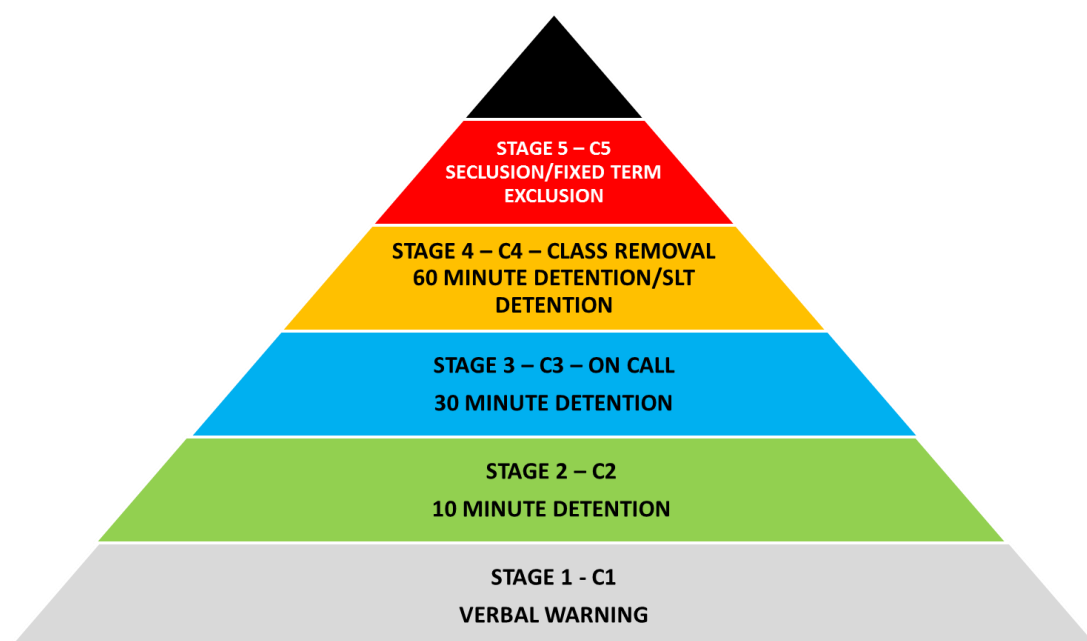
At the end of the academic year in July we hold a presentation evening for each year group. During these evenings, students are rewarded for their academic attainment, academic progress, attitude to learning and extracurricular contributions both as individuals and as groups. Students who have earned either their bronze, silver or gold attendance awards are also presented with them on this evening. In addition, we award headteachers commendations for outstanding individual achievements and have several awards that are year group specific (for example the Ian Hartley Work Experience award given to a member of Year 10).

# BEHAVIOUR FOR LEARNING

Our aim is to model, manage and encourage good behaviour and recognise the positive contributions most students make to the experience of all in the school. It is the aim of all teachers to be pro-active in good behaviour management and deal with students and situations with empathy, **respect** and integrity whilst recognising the need to establish firm boundaries and high expectations. Ultimately we want to develop students into adults who are **resilient**, caring and able to regulate their own feelings and behaviours in a wide variety of situations, without the need for external rewards and sanctions.

## EXPECTATIONS

- Be punctual
- Bring appropriate equipment to lessons
- Wear uniform with pride to school, in school and when leaving school
- Demonstrate good behaviour & positive engagement in school
- Move between lessons in an orderly, calm and considerate manner
- Keep exercise books neat and tidy with work well presented
- Follow any instruction given by a member of staff first time
- Respect all staff , students and the environment



## CONSEQUENCES

Consequences for behaviours that do not meet our standards result in our C system being followed. This is shown in the diagram above. The first time an expectation is not met, the student enters stage 1 (C1). Subsequent instances of a student not meeting an expectation results in their progression up the pyramid. Repeated call outs or other serious infringements of our rules can result in an SLT detention and/or fixed term exclusion. Failure to attend detention will result in an escalation to the next level.

- 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.

## EXTRA-CURRICULAR

At New Mills, learning does not start and end on a bell. We encourage every student to attend at least one extra-curricular activity, and to support this provide many opportunities for learning outside of lesson time at school. Extra-curricular activities aim to develop a child's skills and abilities in a positive, social environment which is less formal than the classroom. Some of these activities lead to a formal qualification, some involve the opportunity to participate in local, national or international level competition, whilst others are undertaken for the intrinsic value of the activity itself. Students are encouraged to use the student leadership system to highlight any activities that they would like to attend which are not currently offered, and where they are able, students can set up and lead activities with the guidance of members of staff.

Extra-curricular activities vary each year. Some run for the whole year, others for a specific number of weeks, and yet others are "pop-up" style. Students are informed of all extra-curricular opportunities by their form tutor in morning registration. The school website is updated periodically with current activities. Activities have included:

Art Club	Golf
Arts Award	Guitar Club
Astronomy GCSE	John Muir Award
Athletics	Maths Clubs
Badminton	Musical Roots
Big Band	Netball
Book Club	Orchestra
Brass Club	Recorder Ensemble
Carnegie	Rock Band
Choir	Rounders
Computer Clubs	Rugby
Cricket	Science Club
Drama Production	Social Table Tennis
Duke of Edinburgh Awards	Spanish Club
Enterprise Challenge	Street Dance
Fitness	String Club
Flute Club	Student Journalism
Food Club	Trampolining
Football	Wind Band
French Club	Young Chamber
Gardening Club	

**In addition, many subjects enrich the formal curriculum with outside speakers, visits to local, national and international locations. Details of these are communicated via tutors and subject teachers in school.**

## LUNCHTIME AT SCHOOL

Below 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 areas 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**

MORNING BREAK			
TOAST SLICE	30p	PIZZA	£1.05
BACON MUFFIN	£1.50	CHICKEN BURGER	£1.70
CROISSANT	85p	TEA CAKE SLICE	30p
BAGEL/BAGEL & CHEESE	40p/65p	FRESH FRUIT	40p
MEAT FREE SAUSAGE ROLL	50p	YOGHURT	50p
CHEESE TOASTIE	65p		
LUNCH			
JACKET POTATO & BUTTER	£1.10	BREAD ROLL	40p
JACKET POTATO with 1 filling	£1.85	SMART FOOD PASTA	£1.85
JACKET POTATO with 2 fillings	£2.10		
SALAD BOWL	£1.50	WRAPS	£1.85
SANDWICHES starting from	£1.65	SOUP	80p
		SOUP WITH ROLL	£1.30
DISH OF THE DAY	£1.85	CAKE, FLAPJACK ETC.	70p
DISH OF THE DAY + PUDDING	£2.10	BISCUITS	65p
DISH OF THE DAY + PUDDING + DRINK	£2.40	CRACKERS WITH CHEESE	65p
VEGETARIAN DISH OF THE DAY	£1.80	GRATED CHEESE/TUNA	60p
CHIPS/FRENCH FRIES to be bought with sandwich	£1.70	CUSTARD	30p
SACHET SAUCES/ BUTTER/ FLORA PORTION	10p	PUDDING (+ CUSTARD)	70p
		GRATED CHEESE	60p
DRINKS			
WATER small	55p	MILK SHAKE	65p
WATER large	80p	MILK	50p
FRESH JUICE	55p/75p		

## PARENT PAY

Parent pay is an online system we use for the vast majority of monetary transactions at New Mills School.

### **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 will send 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.

# SCHOOL TRANSPORT ARRANGEMENTS

High Peak Buses have requested that:

- 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.
- 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 made fully aware of the correct procedure.

Derbyshire County Council B-Line cards are administered through an online application portal <https://bline.derbyshire.gov.uk/home.faces>. To register, applicants will be required to enter their email address and set up a password. They will receive an email to activate the account and then apply (NB. a head and shoulders photograph needs to be upload during the application process). T&C's must be read and acknowledged by the parent/guardian of applicants for a b-line1 card. Once processed, B-line cards will be sent to the home address.

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@newmillschool.co.uk](mailto:finance@newmillschool.co.uk)

<b>Service No 60</b>			B-Line single	B-Line return	B-Line Weekly
<b>Hayfield</b> Bus Station	0810	1552	£1.50	£2.70	£10.35
<b>Birch Vale</b> Grouse Hotel	0813	1549	£1.50	£2.70	£10.35
<b>Thornsett</b> Printers Arms	0815	1547	£1.50	£2.70	£10.35
<b>Low Leighton</b> Ollersett View	0821	1541	£1.50	£2.70	£10.35
<b>New Mills School</b> bus bay	0822	1537			

<b>Service No 61</b> Glossop to Buxton			B-Line single	B-Line return	B-Line Weekly
<b>Glossop</b>	0740	1606	£2.45	£4.10	£16.90
<b>Grouse Inn</b>	0747	1557	£1.75	£3.10	£12.20
<b>Little Hayfield</b>	0750	1552	£1.75	£3.10	£12.20
<b>Hayfield</b> Bus Station	0755	1548	£1.45	£2.60	£9.85
<b>Birch Vale</b> Grouse Hotel	0758	1543	£1.45	£2.60	£9.85
<b>Low Leighton</b> Ollersett View	0801	1540	£1.45	£2.60	£9.85
<b>New Mills School</b> bus bay	0805	1534			

<b>Service No 61</b>			B-Line single	B-Line return	B-Line Weekly
New Mills School to Hayfield					
<b>New Mills School</b> bus bay		1520			
<b>Low Leighton</b> Ollersett View		1525	£1.45	£2.60	£9.85
<b>Birch Vale</b> Grouse Hotel		1528	£1.45	£2.60	£9.85
<b>Hayfield</b> Bus Station		1533	£1.45	£2.60	£9.85

<b>Service No 61</b> Buxton to Glossop			B-Line single	B-Line return	B-Line Weekly
<b>Whaley Bridge</b> Station	0800	1543	£1.75	£3.10	£12.20
<b>Furness Vale</b>	0803	1541	£1.45	£2.60	£9.85
<b>Newtown</b> Old Post Office	0810	1534	£1.45	£2.60	£9.85
<b>New Mills</b> Bus Station	0815	1530	£1.45	£2.60	£9.85
<b>New Mills School</b> bus bay	0820	1525			

<b>Service 199</b>			B-Line single	B-Line return	B-Line Weekly
<b>Chapel-en-le-Frith</b> New Inn	0744	1557	£2.45	£4.65	£16.90
<b>Whaley Bridge</b> Station	0753	1547	£1.65	£2.90	£11.30
<b>Newtown</b> Swan	0800	1539			

Season tickets are also available from High Peak Buses. See [www.highpeakbuses.com](http://www.highpeakbuses.com) for contact details.

Prices correct at 05.06.2020 – subject to review



## CONTACTING SCHOOL

We welcome your questions, comments and suggestions.

- If there is any issue or query that you would like to discuss please contact us on 01663 743284 or email [enquiries@newmillsschool.co.uk](mailto:enquiries@newmillsschool.co.uk)
- If you wish to contact our SENDCO, Mrs Winterbottom, please email [jwinterbottom@newmillsschool.co.uk](mailto:jwinterbottom@newmillsschool.co.uk)
- If you would like to request a paper copy of the information on the school website please contact us on 01663 743284 or email [enquiries@newmillsschool.co.uk](mailto:enquiries@newmillsschool.co.uk)

During term time the office hours are 8:30 am - 4:00 pm Monday to Friday. Outside of these hours and during holidays you are welcome to leave a message on our answering machine. Some common queries about contacting school are addressed below:

### **I know class teachers are very busy. Is it ok to contact them?**

Yes, it is absolutely fine to contact a class teacher if you need to. We only ask that you respect the fact that most teachers teach around 200 students and cannot realistically enter into a detailed dialogue over a prolonged period of time with individual parents. The vast majority of instances where parents need to contact teachers can be dealt with via a quick email exchange, so feel free to do this in the first instance. Please also note that, we do not expect teachers to reply to messages outside of working hours. Please also understand that they may not be able to respond immediately.

### **Can't I just contact the Head if I've got a problem?**

Problems will be dealt with much more effectively if you contact the member of staff most appropriate to deal with your question or problem. That member of staff will have a more detailed knowledge of the issue to respond in the first instance. However, if you do not feel the matter is resolved you are welcome to contact the Heads of School (by emailing the Head's PA, via [head@newmillsschool.co.uk](mailto:head@newmillsschool.co.uk) or calling 01663 743284).

### **How quickly can I expect a response to my queries?**

Most staff in school do not have a desk-based job and you are unlikely to get through immediately by phone. You can leave a message with reception or on voicemail for the relevant staff member. Alternatively, you can email them. We always endeavour to respond as quickly as possible but our staff are responsible for hundreds of children and have to prioritise these queries. We endeavour to respond within three working days and you can help us in working efficiently by not phoning multiple times or sending multiple emails.

### **How do I know who is the best person to contact?**

The table on the next page is intended to help parents with information about who to contact in certain, common scenarios. If you are unsure about who to contact, we recommend you call the main school reception on 01663 743284, where our staff will be able to point you in the right direction.

### **Is there anything else I should bear in mind?**

The only other thing we would say is that we understand that sometimes parents or carers may be frustrated about issues that arise and we will always do our best to solve these. Equally, we would much prefer parents or carers to contact us directly with concerns rather than raise them on social media before we have had the chance to respond. At the same time, please understand our staff are trying to resolve your concern and therefore any communication that is sent should not be rude, abusive or aggressive. We do not expect staff to respond to inappropriate communication.



<b>Issue</b>	<b>Who to contact</b>	<b>How</b>
Any safeguarding concern	Mr Withers, Assistant Headteacher	Via reception 01663 743284 <a href="mailto:iwithers@newmillsschool.co.uk">iwithers@newmillsschool.co.uk</a>
Welfare concerns e.g. Friendship issues, cyber bullying or questions about uniform	The first point of contact would be your child's tutor or the Year Manager for your child's year group. You may also contact our Family Support Worker	Year 7 Mrs Johnston <a href="mailto:mjohnston@newmillsschool.co.uk">mjohnston@newmillsschool.co.uk</a> Year 8 & 9 Mr Bailey <a href="mailto:mbailey@newmillsschool.co.uk">mbailey@newmillsschool.co.uk</a> Year 10 & 11 Mrs James <a href="mailto:ejames@newmillsschool.co.uk">ejames@newmillsschool.co.uk</a> Family Support Worker Mrs Debbie Hussey <a href="mailto:dhussey@newmillsschool.co.uk">dhussey@newmillsschool.co.uk</a>
Concerns about your child's progress in a particular subject or homework	Class teacher initially, but please contact the Faculty Team Leader for the subject team if this does not resolve the issue.	Email <a href="mailto:enquires@newmillsschool.co.uk">enquires@newmillsschool.co.uk</a> In the title please write the name of the teacher concerned.
Questions about school transport	Mrs J Charles Facilities Manager	Email <a href="mailto:jcharles@newmillsschool.co.uk">jcharles@newmillsschool.co.uk</a>
Reporting absence or other queries relating to attendance.	Student Support Manager, Mrs J Donnelly	Email <a href="mailto:studentabsence@newmillsschool.co.uk">studentabsence@newmillsschool.co.uk</a>
Questions about hiring our premises.	Mr G Cash School Business Manager	Email <a href="mailto:gcash@newmillsschool.co.uk">gcash@newmillsschool.co.uk</a>
Questions about exams	Mrs A Hesford	Email <a href="mailto:ahesford@newmillsschool.co.uk">ahesford@newmillsschool.co.uk</a>