



MAIDEN ERLEGH
SCHOOL

Parent/Carer Handbook



Our values and ethos

As a Trust school, we prioritise the education, wellbeing and personal development of every student and we are proud to be a school of:

‘Opportunity, diversity, and success for all’

Our reputation in the local community speaks volumes. While we are proud of it, we try never to take it for granted. Our relentless determination to provide a quality-first education means that all of the young people who attend our school consistently achieve their potential. Equally, our wrap-around pastoral care helps to ensure that our young people develop a character which will allow them to thrive in modern Britain. This is only possible thanks to the strong relationships we form with you as parents/guardians, your children and our local community.

We are very proud of the fact that our school is a community enriched with people from a diverse range of backgrounds, together with the interests and talents which enhance our school. We actively promote individuality, mutual respect, equality, an appreciation of cultural identity, empathy, an interest in the world and a strong and collaborative work ethic.

We offer a validated, high-quality education in a safe, caring and stimulating academic environment. We believe that success flourishes where effort is underpinned by an ethos of high expectations, good behaviour and clear routines. Our curriculum is broad and balanced. We seek to nurture both knowledge and skills. Our delivery is varied and we want all students to have choice where possible, and to be successful in a range of subjects that are meaningful to them. We aim to foster a love of learning and we seek to help students to develop the skills necessary to be resilient and curious, ultimately preparing them for the next phase of their education and adult lives.

We understand that education does not only happen in classrooms. We expect and encourage our students to become involved in, and make a contribution to, the wider life of our school, local and global community. In this way, we seek to develop in students the skills that they need to become effective and positive citizens, employees and employers in our ever-changing world.

We want our students to be confident in themselves, motivated by a strong sense of personal worth and to show consideration, sensitivity and thoughtfulness for others and the environment. We unapologetically set high standards in what behaviours are expected, and in how our young people conduct and present themselves. We strive to make our students safe and happy in school; providing them with wonderful memories that they will carry with them throughout their life.



QUI VEUT PEUT



**A “CAN DO” ATTITUDE IS
EVERYTHING**

Headteacher's Welcome

Dear Parent/Guardian

Welcome to **#TeamMaidenErlegh!**

I am delighted to welcome you and your child to the Maiden Erlegh School community. We are very much looking forward to getting to know our new students and their families in the coming months; we are thrilled you will be joining us!

Some of you already know us well, but for others this will be your first experience of our comprehensive school. You will want to know that your child will be happy and safe here, and that they will have the opportunity to achieve, both personally and academically, to the very best of their ability. We recognise the school transition process to be fundamental in making this happen. We seek to make this process as smooth as possible. To this effect, we will begin to contact colleagues in your child's current school so that we can ensure that we are best equipped to help them settle in from September. We will keep the transition pages of our website up to date, including a welcome message from our Head of Year 7.

Moving from primary to secondary education is a big step, but please be assured that we want the very best for your child. We have an excellent reputation in achieving just that. With our experience, professionalism and dedication to young people and their education, you can know that your child will be supported, academically challenged and nurtured into young adulthood. We are proud of the positive relationship we have established with parents and guardians over the years in this regard; it's this partnership that brings about success.

I hope you find the information enclosed helpful as you journey the school transition process with your child. We have tried to provide comprehensive information that we feel will be useful for you.

I am very much looking forward to meeting you and your child and working with you over the next few years.

Mr Paul Gibson
Headteacher



Y7 Transition Lead:



Mr Geraint Thomas
Assistant Headteacher
Y7 Transition Lead

Together with our Head of Year 7 (Mr Daniel Pringle), we will be working in close partnership with you to provide an environment where your child is safe, happy and thrives here.

The transition team are currently gathering information from our feeder primary schools so that we can begin getting to know the young people who will be joining us, as individuals. We are in the process of assembling a dedicated pastoral tutor team, who will work closely with us to ensure that each individual student is provided with the important wrap-around care that will allow them to prosper here.

Year 7 meet with their tutor every morning in our Lower School/Maths block, which allows the year group to be together in one place in starting the day, close to the lockers we have available. The Head of Year office is also based in this block, which allows for a close eye to be kept on how the year group are settling in and to deal with any questions or queries that come up from time to time.

We know that the first day at secondary school may well be an exciting, but also daunting experience for many young people. We will do whatever we can to provide the guidance and reassurance that each individual needs. We are very much looking forward to meeting you child, and in getting to know you.

Welcome

The School Day

Students are expected to arrive on time to school and to lessons.
The timings of our school day are as follows:

Tutor	8.30am - 8.50am		
Lesson 1	8.55am - 9.55am		
Lesson 2	10.00am - 11.00am		
Break	11.00am - 11.25am		
Lesson 3	11.25am - 12.25pm		
Lesson 4/Lunch	Lesson	Lunch	
	12.55pm-1.55pm	1	12.25pm-12.55pm
	12.30pm-1.00pm 1.30pm-2.00pm	2	1.00pm-1.30pm
	12.30pm-1.30pm	3	1.30pm-2.00pm
Lesson 5	2.00pm - 3.00pm		

We ask that Year 7 students gather outside our Lower School/Maths block at 8.25am each morning, ready to be let into their tutor rooms. Registration and tutor start promptly at **8.30am**. Students arriving after 8.30am will be marked late. Morning registration is an invaluable part of every day; tutors check-in with their groups and the daily notices are shared, ensuring that the start of the day is purposeful.

Morning break

There is 25 minute morning break, where students may eat a healthy snack and/or drink water while enjoying a little fresh air! We ask that students only bring water in refillable, re-usable bottles. We ask that no glass containers be brought into school. Bottles can be refilled in the canteen at lunchtime and there is a water station outside the PE changing rooms. Sugary or canned drinks should not be brought into school. We ask that students ensure that all litter is placed in the bins provided.



Snack (lunch) break

'Lunchtime' comprises three separate snack breaks, which enables us to accommodate students in our canteen areas. Each snack break lasts for 30 minutes. Classes are allocated **one** of the three snack breaks each day. Students will be told which snack break they are on, and tutors will remind their groups daily. Students will be able to record this in their school diary.

During snack break, students can buy food or eat a packed lunch in our canteen area. If your child wants to buy food, they will need approximately £3.00 per meal to be paid via ParentPay. Before the first day of school, a letter will be sent to you with details for how to set up an account online for money to be put into the account. Students will receive their pin number on the first day of school, allowing them to pay for their lunch, provided their account has been set up. Please note that cash is not accepted as payment. You will be able to track what your child has bought each day via ParentPay. There is a wide range of food available, and an example menu is shown below. Cans of fizzy drink and/or glass bottles are not permitted.

Should your child forget their lunch, please do drop this into reception so that we can get this to him/her. Failing this, our canteen team will make a note of their details and food will of course be provided.



MAIDEN ERLEGH
SCHOOL

NEW TASTY HOT CRUNCH
FRESH FUSION DELI
DELICIOUS

Sample Menu

MENU

Week Four: 10th May, 14th June, 12th July

Mediterranean Mondays	Traditional Tuesdays	World Wednesdays	Food for Thought Thursday	Friday Favourites
Macaroni Cheese with ham served with a Leafy Salad & Homemade Bread	Roast Herby Chicken Wrap served with baked wedges & Green Beans	Sweet Chilli Beef Noodles served with Sweetcorn	Baked Harissa Spiced Chicken served with Savoury Rice	Fish of the Day served with Diced Potatoes, Lemon Wedge & Peas
Roasted Vegetable Pasta Bake served a Leafy Salad & Homemade Bread	Vegan Shepherd's Pie served with Green Beans	Sweet Potato & Pepper Wrap served with Rice	Quorn Chilli served with Rice	Spicy Bean Burger in a Bun served with Diced Potatoes, Peas or Salad
Thai Sweet Chilli Chicken Wrap	Sausage Roll	Cheese Panini	Chicken Tikka Hot Baguette	Steak Slice
Banana Cake	Chocolate Cookie Pot	Pineapple Sponge Cake	Lemon Meringue Dessert Pot	Fruity Pot

Jacket Potatoes

Choose from Cheddar Cheese, Baked Beans or Tuna Mayonnaise

Baguettes

Choose from: Cheese, Chicken, Egg Mayonnaise, Ham, Ham & Cheese or Tuna Mayonnaise

Freshly baked bread (including wholegrain), fruit pots, yoghurts and salad boxes available daily.
Please order in advance.

Our menu provides a variety of dishes made from quality ingredients, cooked onsite for the optimum taste. MAIDEN ERLEGH SCHOOL

Getting to and from school

Most students either walk or cycle to school and it is a great way for them to keep active. Keeping students safe is our ultimate priority.

Walking	<p>Young people can often be distracted when out and about (by their friends, their mobile phones, their music, etc). Please do remind your child to be vigilant when crossing roads and car park areas. Walking on the designated footpaths (rather than walking on the road) is also important.</p> <p>Please do remind your child to be aware of other pedestrians.</p> <p>We will cover the essentials of road safety during Personal Development (PD) time in Year 7.</p>
Cycling	<p>Please can you ensure that your child is aware of basic road safety as the roads around the school can be very busy. His/her bike should also be in a roadworthy condition.</p> <p>We recommend that your child wears a cycle helmet as doing so has been proven to reduce the risk of fatal head injury by 88% in the unlikely event of a serious accident.</p> <p>In school, students must not ride their bike on the pedestrianised areas of the site. Cyclists should dismount from their bike as they approach the school gates and walk their bike onto the site. They should ensure their bike is secured with a padlock whilst at school.</p> <p>Please note that e-scooters are not allowed onto the school site.</p>
Travelling by car	<p>The roads around our school are extremely busy at the start and end of the school day. For our students' safety, we cannot allow cars on to our site during these times. We politely request that, should you drive your child to school, a drop-off point which is some distance from the school gates is used.</p> <p>We politely request that you avoid using the Tesco car park and the parking area in front of the shopping parade. Please also remember that Maiden Erlegh Drive is a private road; only vehicles driven by homeowners should use this.</p>

Medical Issues

We have qualified First Aiders included in our staff body, who can attend to medical emergencies and deal with students and staff who become ill or who are injured during the school day. We also have a defibrillator onsite.

We run regular update training sessions for our staff for a range of conditions including Epipen administration, serious allergic reactions, and asthma.

Medical Conditions

Where we are notified that a student has, or develops, a chronic medical condition, we will liaise with you to establish a Medical Health Care Plan, which will ensure that the student can participate safely in as many of the school's activities as possible. If you need to request one of these, please email: MESmedical@maidenerleghtrust.org.

Medication in School

We do not provide any medication for students, including painkillers such as paracetamol, lozenges or antacids. The only exceptions to this rule, and where we have the written consent of parents/guardians, include the emergency administration of pre-prescribed Epinephrine (Epipen) and Diazepam (which has been provided by the parent), and other prescribed medication which can be self-administered.

MESmedical@maidenerleghtrust.org is a useful point of contact should you wish to discuss this further.

Medical information

We kindly ask that you keep us updated regarding any medical condition that your child lives with, since it is crucial that our records are kept accurate and up to date. Among other things, this information is also important during the organisation of school trips; we would pass on medical information to the emergency services if this were required. Please do email MESmedical@maidenerleghtrust.org with any updated information in this regard.

If your child is unwell during the school day...

Should your child feel unwell during the school day, please advise him/her to inform their tutor or class teacher. If necessary, a member of our first aid team will speak with your child to ascertain whether it is best to remain in school or go home. We will contact you if we feel it is necessary for your child to go home.



Lost Property

Please do ensure that your child's possessions are clearly named. We expect students to be responsible for their property in school, and we strongly advise that they do not bring items of value on to the site. To do so is entirely at their own risk.

When students have PE, they should hand in any items of value to the PE teacher, such as phones, watches, money, etc. and they will be locked away securely and returned at the end of the lesson. The PE team will provide students with further information and reminders here.

Should your child lose their property in school, they should inform their tutor and also check whether it has been handed in to our reception team. We will also advise students to re-trace their steps, particularly the classrooms they have been in on the day the item was lost.



Please kindly note that parents and guardians are not permitted to walk around the school site in looking for lost property, since this presents a safeguarding concern.



Pastoral Structure

Providing strong pastoral care throughout a student's time with us is extremely important. We strive to ensure that all young people who attend our school are safe, happy and supported. The diagram, below, details some key members of staff who help make this happen:

Mrs Alison Walker
Maiden Erlegh Trust
Director of Inclusion & Safeguarding

Key Stage Three at Maiden Erlegh School

Mrs Stephanie Bendall
Deputy Headteacher

Mrs S Tanner
Assistant
Headteacher

Safeguarding

Mr Geraint Thomas
Assistant Headteacher
Year 7&8

Miss Claire Nimmo
Assistant
Headteacher
SENCO

Mr Daniel Pringle
Head of Year 7

Mr Steve Bryant
Head of Year 8



WE'RE HERE TO
HELP

Tutor Groups

There are 9 mainstream tutor groups in Year 7. Each tutor group comprises approximately 31 students. Groups are all mixed ability and designed to be both diverse and inclusive. We recognise that students often want to be in a tutor group with the friends that join them from primary school, but this is not something that we can guarantee. In our experience, new and lasting friendships are quickly formed where students meet others for the first time in joining our school.

Meeting together as a tutor group forms an enjoyable and important part of the school day. Tutors have an opportunity to check-in with their tutees to ensure that they are settling in well. Notices for the day ahead are shared during this time, and a weekly Personal Development (PD) lesson will take place. Dedicated time on a Friday morning is also set aside to allow students to engage with the school reading programme.

Teaching Groups

Teaching groups in Foundation are typically mixed ability, although setting takes place in maths.

The House System

Your child will be assigned to one of six Houses and events will be taking place throughout the school year where students can earn house points for themselves and their House. We try to incentivise students to achieve house points and we recognise achievement through various praise events. We regularly update the school community regarding where each house sits in relation to the others, in terms of the leadership board.

Our six houses, themed in terms of influential people, are:



Personal, Spiritual, Moral, Social and Cultural Education (PSMSC)

Our assembly programme, together with a weekly Personal Development lesson, allows us to cover our PSMSC obligations. For the most up-to-date information relating to our PSMSC programme, please do check our school website.

The purpose of this programme is to equip students with the information and skills that will enable them to make informed decisions relating to personal, financial and work-related matters, essentially preparing them for adulthood. It is through this programme that our young people also learn to consider and reflect upon the opinions, views and ideas of others. The PSMSC programme is also very much integrated through the curriculum that students follow throughout their time in school.

Attendance and Punctuality

We recognise that for students to fulfil their potential, their attendance must be excellent. We are proud that our average attendance is around 94% and we are in the top 20% of schools nationally for attendance. These high scores have a direct impact on us helping students get great results.



Attendance facts

Students with 90% attendance will have had the equivalent of 1 day off every 2 weeks. Students with 80% attendance will have had the equivalent of 1 day off every week.

Punctuality facts

Being late means students miss out on education, just the same as being absent from school. It also disrupts teaching and learning.

5 minutes missed from lessons or tutor period due to being late every day equates to 3 days lost a year.

15 minutes missed from lessons or tutor period due to being late every day equates to 10 days lost a year.

Unless illness prevents this, we expect all students to attend school and to be punctual in both arriving each morning and in arriving to each lesson. Thank you for your support in this regard!

We kindly ask that you notify us before 8.30am on the morning that your child is absent from school, for each day of absence. mesattendance@maidenerlegthrust.org is the best means of notifying us of absence. Please note, our Attendance Officer will contact you if our morning registers indicate that your child is absent from school without us having been notified by you to this effect. This forms part of our safeguarding strategy.

If you have already notified us of the reason for absence, a note is not required when the student returns to school, unless requested by the Attendance Officer. We appreciate you making every effort to avoid making a medical appointment for your child during the school day. We recognise, however, that this can be unavoidable. In such cases, please either notify us via mesattendance@maidenerlegthrust.org. In addition, students must sign in and out at the attendance office (next to reception) accordingly.

Due to a change in the law, we cannot authorise any request for leave during term time unless there are exceptional circumstances. Any request should be submitted in writing to the Attendance Officer at least 15 days prior to the absence. Authorisation is granted at the Headteacher's discretion. Exceptional circumstances do not include holidays taken during term time.

Uniform and Equipment

Thank you for supporting our endeavours in ensuring that your child arrives to school each morning in the correct uniform and with good personal hygiene. Our supplier, Stevensons, stocks our branded items of uniform. Their website, www.stevensons.co.uk is a useful starting point. An outline of our uniform is detailed, below:

UNIFORM LIST – YEARS 7-11	
Shirt	Traditional white shirt (long or short sleeved)
Tie	School striped tie (Y7 & Y8) School Griffin tie (Y9 to Y11)
Blazer	Blazer (navy with embroidered logo)
Trousers/Skirt	Trousers need to be charcoal grey, black or navy. These can be $\frac{3}{4}$ length 'capri' style trousers. No jeans, leggings or jogging bottoms allowed. Navy <u>drop waist</u> pleated skirt, worn just above the knee. Navy salwar may be worn under the skirt for religious reasons
Jumper	Plain, navy v-necked jumper (optional) – not in place of blazer
Lab coat/apron	Protective clothing for use in Art and Technology (eg: lab coat or old shirt) Plain apron for Food Technology
Others	Plain black or navy coat or anorak Black or navy socks/tights Plain black, navy, grey turbans, headscarves/hijabs
<i>Sikh students may wear the Five Ks only if it has been agreed with the Headteacher. For information please contact the school office.</i>	

SHOES

Students should wear black, polishable, leather, formal shoes in Years 7 to 11.
Boots, trainers, canvas shoes etc. are not appropriate and students should not wear them.
Shoes should be sensible i.e. not have thick soles or high heels/wedges.

PHYSICAL EDUCATION KIT

Compulsory	Polo shirt with school logo Plain navy shorts Plain navy socks (outdoor PE) Plain white socks (indoor PE) Non-marking trainers Football boots Shin pads* Mouth guard*
Optional	Rain jacket with logo Plain navy tracksuit bottoms Plain navy sports top/fleece (not hoodie) Plain black or navy leggings School rugby shirt

**NB: When students are competing in football or hockey they MUST have shin pads. In rugby or hockey they MUST have mouth guards.*

PERSONAL APPEARANCE - YEARS 7 TO 11

Well-groomed hair
 Long hair tied back in practical subjects
 One small stud or ring in each ear only
 No other jewellery should be worn to school
 Natural coloured hair
 No make-up or nail varnish except light foundation

We recommend that all students wear a non smart wrist watch for school.

UNIFORM IMAGES



Equipment

Students should come to school fully equipped for each day. Only books and resources for lessons on that particular day should be brought into school. Students should have a sturdy and sensible bag so that they can carry their equipment and books around safely.

Lockers

All students in Year 7 have the opportunity to have a locker (situated in the M Block). Further details will be communicated to you in due course.

General Equipment List

The following list is not exhaustive:

Blue/black biros or ballpoint pens (more than one)

Writing pencils (more than one)

Green and red biros

At least two highlighters of different colours

Colouring pencils (not felt tip pens)

An eraser

A pencil sharpener

A glue stick

A 30cm ruler

A basic maths set (containing a protractor and a pair of compasses)

A scientific calculator (recommended models are Casio FX-83GTX or Casio FX-85GTX)

A small dictionary



Please note that pencil cases should be clear/transparent.



Subject-specific Equipment

Art	An art overall, lab coat or old shirt to protect their uniform during practical sessions (please ensure this is named). HB, B and 2B pencils and a fine line black pen.
Drama	A change of footwear to wear for this practical subject: jazz shoes, plimsoles, socks with grips on the bottom (known as slipper socks) or old socks with the toes and heel cut out to aid grip.
English	A pocket dictionary/thesaurus. A personal reading book (brought to every lesson). A highlighter pen. A purple biro-style pen.
Food Technology	A school apron. The appropriate dish/container as listed on the recipe. We would also welcome parental support in preparing for practical lessons at home. However, students should learn to organise their own ingredients for the lesson, so it would be helpful for parents to oversee this but not to do it for their child. Students could practise

	identifying ingredients, general food preparation, cleaning up and good hygiene practices.
Modern Foreign Languages	A pencil, rubber, ruler and a couple of writing pens are always essential in every French, German and Spanish lesson. Students may find that their own set of highlighters may be useful, but these are not compulsory. There are dictionaries in each classroom but their own pocket dictionary may be useful as well. Students will be advised which to purchase after they have started in September – either French-English, German-English or Spanish-English.
Geography	A set of coloured pencils An A4 ring binder for their class and home work. Also access to an atlas at home would be helpful.
Maths	All the stationery mentioned above under General Equipment in particular, basic maths set and scientific calculator. We strongly recommend Casio models FX-83GTX or Casio FX-85GTX).
Physical Education	Their labelled PE kit (see uniform section). In cold weather, a plain navy tracksuit may be worn.
Science	A ruler with mm measurements. A Scientific calculator. A pencil, rubber and a green pen A hair band (where required) to tie hair back during practical.
Music	Students are encouraged to bring in their own instruments which they are learning to play outside of lessons. There is a lockable cupboard in the Music Department where these can be left safely and securely. Please make sure that all instruments are clearly named.
History	Students will be using exercise books in history lessons. However, it may be useful for students to have an A4 ring binder at home to keep revision material in.

Behaviour and Expectations

Code of Conduct:

All students are expected to conduct themselves in a manner which promotes the reputation, high standards and interests of the school community and the Trust. Our code of conduct includes an expectation that students:

Treat everyone in the school community with kindness and respect

Students are expected to speak calmly and politely to all people, whoever they are. It is never acceptable for students to do, say or write anything which is hurtful or hateful or which constitutes bullying or harassment (this includes via social media or by text message).

Move around the school and classrooms in a safe and responsible manner

Students are expected to follow our designated one-way systems; not run or push others as they move around the school. Holding the door open for others is much appreciated and we encourage students to see this as an example of good manners.

Respect the school environment and the property of others

We work hard to keep the school environment a place which we can all be proud of. Students are reminded that to damage, vandalise or graffiti the site in any way can never be tolerated.

Be attentive and polite in lessons and contribute positively

Students are asked that they make every effort to engage in lessons and contribute positively at all times. To disrupt their own learning and/or the learning of others is never considered acceptable.

Work hard and do their best in class and on homework/independent study

Students are expected to arrive to lessons equipped to learn. They are expected to complete their homework on time, and produce work that reflects their very best efforts. Our teaching staff have high expectations of what students are capable of.

Attend school regularly and arrive at school and lessons on time

Students are expected to make their way directly to and from school and should disperse quickly at the end of the day in an orderly manner. Punctuality to lessons is essential, and this is something we will regularly reiterate to our students.

Take responsibility for and managing your own learning

Students are asked to ensure that their work and home work is up to date and handed in on time. Listening carefully to, and then acting upon, the advice and feedback provided by teachers goes a long way to facilitating progress. There are some excellent YouTube videos available which provide advice and top tips to students in keeping themselves organised, and fulfilling their potential. It would be well worth spending some time having a look at some of these with your child if this is something that you feel they would benefit from.

Listen to members of staff and follow all reasonable instructions

Teachers have the right to decide who sits where and to determine the content of a lesson. We expect students to be polite and respectful; these are norms and values that we promote across our school community.

Use digital technology and the internet safely and positively

Students will be provided with an Acceptable Use Agreement, which includes use of mobile telephones or any other digital technology. Personal devices should never cause disruption to learning, or be used as a medium for bullying or harassment, or be used to bring the school into disrepute (for example, where the school or members of the community are mentioned on social media and blogging sites outside of school).

Dress smartly and appropriately at all times

Wearing the correct uniform, looking smart – with shirts tucked in and ties worn correctly – form part of the dress code that we are proud of.

Unacceptable Actions

Unacceptable actions are listed under Annex 3 of the school's behaviour policy (Level 3 and 4). This list is not exhaustive and there will be other instances of unacceptable behaviour for which action will be taken.

Rewards and Sanctions**Rewards**

We strive to look for the very best in our young people, and we seek to recognise and praise students wherever we can. We firmly believe that positivity is crucial in facilitating 'buy-in' from students, and we know that this is essential in helping to shape and develop a person's self esteem.

Rewards for students include verbal praise, letters or postcards home, house points (for effort, achievement or service), meetings with senior staff, including the Headteacher, certificates and prizes.



As mentioned previously, we use our house system to help recognise and promote positive recognition of who are students are, and what they achieve. In the past we have also held cake parties, pizza parties, film evenings and a BBQ, to name a few.

It is wonderful to know where a student has accomplished and/or achieved outside of school. Please do let us know if your child evidences effort, talent or skill in any way; we would certainly do our best to celebrate and recognise this in school too!

Rewards for Good Conduct and Behaviour for Learning

We firmly believe that rewards and praise represent the most effective forms of behaviour management.

Level 1	<p>For:</p> <ul style="list-style-type: none"> • effort and positive attitudes to work • progress towards their chosen targets • involvement in year group/tutor group life • upholding the school values and ethos 	<p>Teacher/Tutor Level</p> <ul style="list-style-type: none"> • verbal praise (we endeavour to have a 6:1 praise to punishment strategy); • written and verbal feedback about good work and how to improve work (in line with Assessment Policy); • House points
Level 2	<p>For consistent :</p> <ul style="list-style-type: none"> • effort and positive attitudes to work • progress towards their chosen targets and beyond • involvement in school life and community • improvement in effort or progress over time • examples of kindness, generosity and respect for others <p><i>NB: above the norm and/or showing an improvement over time.</i></p>	<p>Teacher/Tutor Level</p> <ul style="list-style-type: none"> • house points; • note home in the homework diary; • praise referrals to the Head of Year or the Head, Deputy or a member of the Senior Leadership Group; • telephone calls or emails home
Level 3	<p>For consistent and self-driven:</p> <ul style="list-style-type: none"> • effort and positive attitudes to work across a range of subjects • progress towards their chosen targets and beyond in a range of subjects • wider involvement in school life and community • representing the school positively in the community • extraordinary or sustained examples of kindness, generosity and respect to others <p><i>NB: above the norm and/or showing a significant sustained improvement over time.</i></p>	<p>Middle Leader Level</p> <ul style="list-style-type: none"> • house points; • praise referrals to the Head of Year or the Head, Deputy or a member of the Senior Leadership Group; • telephone calls, emails, letters home • send praise letters or postcards home; • award certificates for achievement or effort; • award certificates for service to the Academy; • excellent (98%+) attendance and punctuality (no session lates) certificates • hold celebration events eg: teas/breakfasts; • Department awards (eg: Artist of the week or Geographer of the half term) • Character Challenge
Level 4	<p>For consistent and self-driven:</p> <ul style="list-style-type: none"> • effort and positive attitudes to work across a range of subjects and 	<p>Senior Leader Level</p> <ul style="list-style-type: none"> • outstanding (100%+) attendance and punctuality (no session or lesson lates) certificates

<p>sustained over a significant amount of time</p> <ul style="list-style-type: none"> • progress towards their chosen targets and beyond in a range of subjects • wider involvement in school life and community • involvement in school leadership roles • significant example(s) or representing the school positively in the community • extraordinary and sustained examples of kindness, generosity and respect to others <p><i>NB: above the norm and/or showing a significant sustained improvement over time</i></p>	<ul style="list-style-type: none"> • award school prizes (given at presentation and celebration events); • award subject attainment certificates at the end of each academic year. • invited to Headteacher praise meetings for outstanding effort or progress • receive Headteacher praise letters for outstanding effort or progress • Character Challenge
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Appointments and Detentions

Appointments are generally not punitive and are set by teachers to help students catch up, or to discuss ways to support their behaviour for learning. However, teachers are giving up their time to hold appointments so students are expected to attend promptly.

Students can also ask teachers for an appointment if they are stuck with their work. Teachers are very willing to help wherever possible.

Where students have an appointment for any reason, it is their responsibility to inform you and it should be written in their school diary.

Detentions are set as a sanction for poor conduct and/or defiance. Students are expected to attend and failure to do so will result in an escalation of sanctions.

Any student may be set an appointment or detention after school for the same day, and therefore without notice, for up to 15 minutes and this will be recorded in the school diary.

An appointment or detention of longer than 15 minutes will be recorded by the teacher and you will be notified. 24 hours' notice is typically provided, for your convenience.

Our Behaviour Policy is available on the school website and contains full details of all rewards and sanctions that we apply.

Preparing for the start of Year 7

To ensure that your child gets off to a good start here, we would like to ask for your help and support with the following:



Please would you talk to your child about the transition from primary school to secondary school. We know that students can worry, and that minor concerns can quickly escalate into bigger ones if they are not acknowledged and addressed.

Please would you ensure that your child has the correct uniform and equipment. This will help them to feel ready and prepared from day one. If there are financial issues which prevent you from purchasing uniform or equipment, please do let us know and we will always seek to help where possible. If you have not already done so, please do check whether your child might be eligible for Free School Meals.

Please do encourage your child to be organised and independent in packing their bag the night before school, and in using their diary effectively. Being organised goes a long way in reducing anxiety and stress, allowing a child to feel in control and ready to learn.



We would like to thank you, in advance, for your co-operation and support. Strong home-school partnerships make an incredible difference to moulding and shaping positive experiences for our young people.



The Curriculum

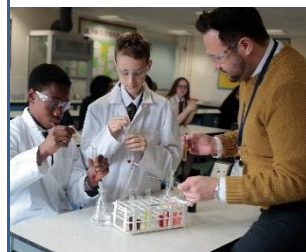
We seek to provide a high quality, rigorous and coherent curriculum, with a range of pathways that provide a stimulating and demanding education for students of all abilities. We resolve to inspire students with the possibilities of our offer. We want them to enjoy learning, while developing as young people. We want to open doors which will allow students to access the next phase of education and their lives.

English: In Year 7 students continue to develop their skills and understanding in the areas of reading, writing and spelling, punctuation and grammar but also start to develop appropriate GCSE skills. The overarching focus in Year 7 is the exploration of character whilst studying and responding to a range of poetry, prose drama and non-fiction texts. We encourage regular personal and shared reading of fiction and students have access to a fiction library. Developing confident and articulate speakers is also an important part of our work.

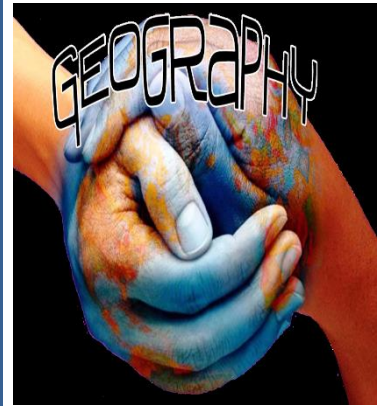


Mathematics: The scheme of work is modelled on the National Curriculum and GCSE requirements. Our aim during the Foundation Stage is for students to become fluent in the fundamentals of mathematics and to be able to reason, problem solve and apply the skills mastered in lessons. We regularly assess students using rich tasks and investigations which are designed to assess progress and mastery formally. Students are placed in bands by ability, early in September, based on a general maths baseline test and any other information available from Primary Schools. Students are re-evaluated throughout the year in order for them to be placed in the correct band for their ability.

Science: The Year 7 scheme of work is based on the new National Curriculum and GCSE requirements. Our aim during the Foundation Stage is to fire students' curiosity about phenomena in the world around them and offer opportunities to find explanations. Students cover topics such as Particles, Cells and Forces and discover how scientific ideas contribute to technological change – affecting industry, business, and medicine and improving quality of life. At regular intervals, teachers will review students' work using specific assessment criteria and this will be used to build and refine a profile of their attainment and progress.



Geography: During the year, all students have the opportunity to acquire knowledge and skills associated with physical, human and environmental geography. We start the year with volcanoes and plate theory, followed by geographical skills module involving map work of the local area. Next we investigate our island nation, ecosystems and tropical rainforests, atmospheric hazards and a group project on India and China to finish. Students' work is regularly assessed in their green books and there are assessment pieces of work which are used to gauge progress in accordance with their target levels.



History: In Year 7, students will learn a variety of topics to understand how history is vital in explaining the world that students are living in. Our curriculum is based on enquiry questions to engage students in learning about the past. These include such questions as 'Why did the English fight the English in 1642?' and 'Did the Black Death cause a 'catastrophe' or 'real improvement'?'. Through these topics students will acquire a firm grasp of key historical concepts such as chronology, cause and consequence, and interpretations. Students undertake written assessments throughout the year that develops their ability to explain, analyse, evaluate and reach substantiated judgements.

Religion & Philosophy: Year 7 commences with a unit of work entitled 'Who is God?' which is an extended unit of study looking at the deity at the heart of a range of world religions and ultimately seeking to answer the question of whether there is a divine force controlling the world. Students then move on to explore big philosophical questions such as do we have a conscience and is there life after death? Next the figure of Jesus is explored and students attempt to answer C.S. Lewis' question 'Was Jesus mad, bad or God?' The final unit of study this year seeks to explore a range of festivals in world religions. During the course of the year, students will complete two assessed homework pieces and four milestone assessments.



Modern Foreign Languages: Our language courses aim to lay the strong foundations necessary to ensure that students are proficient and confident language users. Students will either study French, German or Spanish and will learn about speaking cultures. Working in the four language skills of listening, speaking, reading and writing, they discover the language of a variety of different topics. Grammatical understanding and good spelling are crucial and so students will spend time learning and practising both. Assessments take the form of regular vocabulary and short grammar tests on-going assessments of class and homework (including participation in speaking activities) as well as more formal assessments of the four skills).



Design and Technology: During the Foundation Stage students are introduced to the creative design process. They work in a design folio which shows evidence of exploring ideas and making decisions. Students are taught techniques for developing their own ideas – concept sketches, annotated drawings, 3D prototyping and computer simulations. Typically students will design and make personal items, with a focus on function, design and sustainability.



Design Technology – Food: Students learn about the importance of a healthy diet, good nutrition, safety and hygiene when preparing food, as well as the elements of designing and making. This will take place through a series of lessons dedicated to basic cookery skills, where students cook a range of predominantly savoury dishes.

Art: The course covers the visual skills associated with investigating and making in art, craft and design and develops a critical understanding of the work of other artists. Students are encouraged to work from direct observation, memory and imagination and to represent these images in a variety of media. Students have the opportunity to work on coursework in two and three dimensions.



Music: Music is taught and assessed in a series of half termly topics, which include Elements of Music, Calypso Music, Programme Music and Keyboard Skills. The focus is largely on practical work and students work both on their own and in small groups on composing and performing tasks. During the course, students are expected to develop their keyboard skills as well as learn to read and write their own music. There are opportunities to use classroom instruments including keyboards, percussion instruments and guitars. Students are taught to listen critically to different genres of music and to be able appraise and evaluate and to justify their opinions.

Drama: During their first year at the school, Year 7 students are introduced to the essential disciplines of Drama. They are expected to develop self-control, sensitivity to those around them and the ability to work positively with others to create effective pieces of drama. Topics are organised into half-termly schemes of work. Students require a change of footwear for this practical subject (please see equipment list). Homework set for drama may include activities such as research on topics being used in lessons, or learning lines. Students are issued with a Drama Learning Journal which is used every lesson and which will contain a record of their progress.





Physical Education: All students are offered a wide range of activities ranging from the traditional games of rugby, football, netball and hockey to orienteering, health related exercise, dance and gymnastics. All students are encouraged to take part in the numerous extra-curricular activities provided by the department both before and after school. In most sports there are fixtures against local schools, both friendly and competitive. Teams are also entered for regional and national competitions. The philosophy of the department is to encourage as many students as possible to participate in some form of physical activity either on a competitive level or on a recreational basis. By providing a range of activities we hope to give students an insight into various sports and activities as well as making them more informed participants and spectators, whilst preparing them for a healthy lifestyle.

Computing: Students will study Computing for one lesson a week throughout Year 7. This course is designed to equip the students with the basic knowledge of the Creative iMedia and Computer Science Options at KS4, while following the current guidance on E-safety, digital literacy and computer science. Students will learn about computational thinking and programming, digital graphics, interactive media, computer systems, networks and cyber security.



Extra-Curricular and Enrichment

Extra-curricular and enrichment activities provide excellent opportunities for students to develop existing skills and interests, while also discovering new ones. They enable students to develop “soft skills” (including team work, leadership, communication and resilience). Extra-curricular and enrichment are also a great way for students to make new friends.

In-school activities

There are many exciting activities that take place regularly before, during and after school. In addition, students will be provided with many opportunities to represent their house in events and competitions. Fundraising, discos and theme park visits are also activities our students have enjoyed in the past.

The following include some of the many clubs we have on offer:

Sports

Netball
Football
Hockey
Rugby
Basketball
Cricket
Rounders
American Football
Multi Skills
Free Running
Badminton
Table Tennis
Street Dance
Athletics
Cross Country



Performing Arts

Choir
Boys' Choir
Senior Band
Junior Band
String Group
Woodwind
Group
Brass Group
Samba Band
Drama Club
School Production (musical)



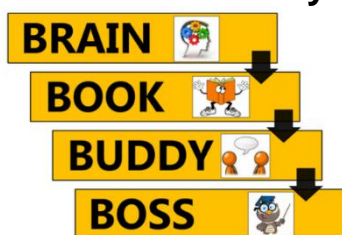
Other:

Art Club
Philosophy Club
Homework Club
Rubix Cube Club
Chess Club
Maths Drop-in
Environment Club
Pokemon Club
Christian Explore Club

Teaching and Learning

Teaching is not 'done' to students; learning does not happen passively. Our teaching staff put a considerable amount of time and effort into the planning of lessons, including how opportunities to motivate learners, track progress and facilitate improvement can be utilised. Our staff are passionate about their subject disciplines; they seek to make learners passionate about their subject too! To this effect, we aim to be positive, encouraging and engaging of students in managing their own learning. Our aim is to ensure that every child recognises the potential within; that they know what an excellent education can bring them in life, and that they are excited by what the future can offer.

Brain Book Buddy Boss



In class we want students to adopt a growth mindset, to learn independently, and to have the confidence to have a go at solving problems on their own. We know they can already do this from observing them in their primary schools.

Before asking the teacher for help, we encourage students to think hard, consult the information in their books, collaborate with their peers and then check with the teacher. It is not that our teachers do not want to help their students, but rather we know that encouraging resourcefulness and independence ultimately shapes more confident, effective learners.

Literacy and Numeracy

We recognise that all teachers are teachers of literacy (reading, writing, listening and speaking) and numeracy, regardless of the subject(s) that we teach. We strive to give students the opportunity to practise, strengthen and improve on their basic skills throughout the day.

Shortly after joining our school, students take national tests, including one that measures each child's reading age. These enable us to put in place specific interventions wherever these are required. We will, of course, communicate directly with you where an intervention may be needed. In the past, interventions have included:

Toe by Toe and Rapid Plus: programmes that has been found to help students to make rapid progress in reading.

Sixth Form students supporting numeracy on a one to one or small group basis.

In the meantime should you have any questions, or wish to offer suggestions on how we can further support your child please do not hesitate to contact us.

Books and Folders

The work completed in books and folders over the course of a student's time here becomes an important tool for consolidating learning and revision. It is essential, therefore, that books and folders are well maintained and that students take responsibility for them. We expect all work to:

1. Be neat and demonstrate a child's best handwriting.
2. Be laid out correctly (with date and title).
3. Be fully complete.
4. Be accurate, with close attention to detail.
5. Show how the student has acted on feedback to facilitate progress.

Please do regularly review your child's books and folders with him/her; this is a great way to recognise and celebrate effort, progress and achievement.

Homework

In our experience, being organised and completing homework require some practice in many new joiners. We will certainly keep a close eye on things and may we thank you for doing so too!



Most subjects set homework every week. Some, however, set work fortnightly. Each subject should average out at 30 minutes in Year 7.

If your child needs more than a minimum amount of help with a particular piece of homework, please do encourage them to

complete the work to the best of their ability before signing the diary to indicate that they have done so.

We are always very willing to help, so please do encourage your child to approach their teacher(s) where further guidance or support in completing homework is necessary. Equally, if you find that completing homework is regularly consuming your child's time, or you notice that they are struggling with pieces of work, do contact the relevant teacher or curriculum leader who will be happy to advise.

Typical homework tasks include:

- | | |
|-----------------------------------------------|------------------------------------------------------------------|
| ✓ <i>Rote learning</i> | ✓ <i>Guided reading</i> |
| ✓ <i>Structured worked examples</i> | ✓ <i>Vocabulary development</i> |
| ✓ <i>Applying knowledge and understanding</i> | ✓ <i>Research or preparation for learning in the next lesson</i> |
| ✓ <i>Topic review/consolidation of notes</i> | ✓ <i>Practising examination techniques</i> |

- ✓ Consolidation of skills, knowledge or understanding
- ✓ Revision for an examination or assessment
- ✓ Extension of learning eg: reading or watching around a text or topic
- ✓ Creative tasks to demonstrate skills, knowledge or understanding
- ✓ Acting on formative feedback (DIRT)
- ✓ In vocational subjects: portfolio development
- ✓ Completion of class assessment
- ✓ Extended writing

Good Homework Routines

Each day your child will enter brief details of the actual homework set in the school diary. Homework is always posted on Google Classroom. This is a reminder for them and for your information. We impress upon students the need to keep their homework diary organised, and to check their class google classroom pages regularly.

Many children have commented to us in the past that they have benefitted from their parent's / guardian's help in the following ways:

*Looking at Google Classroom together and discussing what homework is to be done.
Completing homework on the very same day that is set.*

Identifying a place at home where homework can be completed.

Discussing how the need to complete homework can be balanced with socialising

Discussing how the need to complete homework can be balanced with hobbies

Discussing how further guidance and support can be obtained where necessary

Recognition of the fact that homework can help to enhance progress

Recognition that work does not have to be perfect, but rather completed well.

Support and Challenge for All

Every single student is important to us. At least three times during the academic year, we formally review each child's progress. You will be provided with information relating to your child's progress, and we are always encouraging of communication with you in this way. A progress evening will take place during the academic year, where you will be invited to make an appointment with each of your child's subject teachers to review and discuss his/her progress.

Catch Up Strategy

There are a range of ways we support students who need a boost on arrival. Your child may follow our successful Purple Pathway curriculum or we may recommend that you child participates in a reading or phonics intervention programme. Peer mentoring has also proven very effective where this is necessary. We understand that secondary school students never want to appear to be different, therefore we seek to be discrete and aim to offer interventions outside of the school day.

The Purple Pathway

The Purple Pathway is a foundation curriculum for students entering Year 7 with below average attainment in English and Mathematics. We use humanities and modern foreign language lessons in Years 7 and 8 to create blocks of time to follow a bespoke curriculum focusing on literacy and numeracy (though using humanities topics as vehicles for project- based learning).

A key aim of the Purple Pathway is to ensure students make at least expected progress and more wherever possible, enabling them to access GCSE courses in Year 9.

Provision for the Most Able

We are committed to ensuring that every child is academically challenged. Teachers seek to plan lessons that allow the most academic students to flourish, while at the same time using adaptive and differentiation strategies to support those who may struggle more. Open-ended tasks, the development of high-order thinking skills, opportunities to speculate and reason, problem-solving and independent discovery are typical of our most able provision.



Beyond the Classroom

Our Silver, Gold and Platinum extra-curricular programmes through school seek to stimulate academia for those who are exceptionally able, providing access to learning that goes above and beyond the formal curriculum. This can include residential courses, visiting speakers and subject workshops. We will notify you if your child qualifies for this additional, after school provision in due course.



Each year, around forty students from our Gold (GCSE) Programme visit Sidney Sussex College, Cambridge University which is always very well received.

Inclusion and Pastoral Support

We very much recognise that nurturing the character of our students is equally important to developing academic ability. Our inclusion team do an excellent job and use many services that help to provide tailored, bespoke care to those who benefit from additional support. Services we regularly use include:

- Our school counsellors
- JAC youth workers
- Confidence and Communication
- Learning and behaviour mentors
- Mentoring via outside agencies
- ARC and No5 Counselling
- CAMHS
- UoR ANDY Clinic
- Education Mental Health Practitioners (EMHPs)
- Foundry and Cranbury outreach work
- Art and Canine Therapy

Special Educational Needs and Disabilities (SEND) Provision

The Inclusion team provide dedicated encouragement and support to students who live with special educational needs and/or disabilities. That said, all teaching colleagues are trained to provide in-class support in allowing all students to enjoy learning and thrive. We have a team of Teaching Assistants (TAs) in school who work hard to ensure that the students in their care make good progress and are happy. In summarising our approach to SEND, we seek to ensure:

*every young person reaches their full potential and optimises their self-esteem.
we have unfailingly high expectations of students living with SEND.
we encourage and support young people to participate in decision-making processes
that the exact nature of support is tailored to the needs of the individual.
we foster the development of personal and social skills where this is necessary.
we promote an ethos of inclusivity and equality across the school community
we celebrate student achievement.*

We value a close home/school partnership to ensure that our SEND provision is successful. Should you have any specific question relating to SEND, please do not hesitate to contact either:



Mrs Stephanie Bendall
Deputy Headteacher

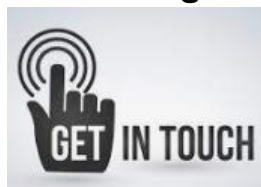


Miss Claire Nimmo
Assistant Headteacher
SENCO

Communication

We communicate with parents via telephone, text messaging, email and letter. It is therefore extremely important that you notify us of any changes in in your personal details in this regard. We upload letters which are applicable to the whole school community on to our website.

Contacting us about your child



The school day is incredibly busy. Our colleagues work to provide a first-class education to your child, which means that time during the day is typically devoted to planning, teaching and assessment. Meetings regularly take place after school too. We kindly ask that you bear in mind that our colleagues will always be happy and willing to interact with you and our school policy states that, once you have been in touch with us, you can expect a response within **72 hours of receipt**. Sending an email in to the school office, or telephoning our reception team, are the most efficient ways of getting in touch. When emailing, please be sure to state in the title which member of staff you are seeking to contact. *Please note that you can expect a very swift response from us should you communicate a safeguarding concern in any way.*

Contact Information

Office: mesoffice@maidenerleghtrust.org

Head of Year: Mr Daniel Pringle

Website: www.maidenerleghschool.co.uk Twitter: twitter.com/MaidenErleghSch

Address: Maiden Erlegh School, Silverdale Road, Earley, Reading, RG6 7HS

Telephone: 0118 926 2467

We are also on Twitter:

@MaidenErleghSch
@MaidenErleghTru
@MesHeadteacher

Maiden Erlegh School feed
Maiden Erlegh Trust feed
Mr Paul Gibson's feed

Some other Twitter feeds that you might be interested in:

@MESCareersDept
@MES_PE_Dept
@MES_ComArts
@METCompSci
@MESHISDep

@MESMusicDept
@MES_Physics
@MaidenErleghRP
@MESchoolweather

@MES Houses
@MaidenErleghFre
@mesgerman
@MaidenErleghEsp



Coming into school

For safeguarding reasons, please contact us to make an appointment prior to you visiting us wherever possible. We cannot guarantee that any particular colleague is available if you arrive in school without arranging an appointment first.

If you are coming into school for an appointment and have mobility issues, please let us know so that we can plan to meet you somewhere appropriate.

The main entrance to school is especially busy at the start and end of each day. This clearly presents potential safety issues for our students. There is limited parking on site. We therefore ask that you refrain from bringing your car onto the school site between the hours of 8.00am and 3.30pm unless:

- (a) You have a pre-arranged appointment with a colleague
- (b) Either you or your child has a mobility issue
- (c) You are collecting a sick or injured child

If you plan to drop off and collect your child from school by car, may we ask that you do so some distance from the school gates. Similarly, please bear in mind that our local residents must have access to their driveways at all times.

Reporting on progress

We know that, as parents / carers, you will be keen to be updated on your child's academic progress. With this in mind, we will report and update to you on three separate occasions during the academic year. Tracking reports essentially provide a summary of your child's current attainment, with details relating to the behaviour-for-learning they typically demonstrate included where relevant too. We will also arrange a parent/guardian consultation evening with you, which will allow for a conversation with your child's class teachers to take place.

We will be in touch with further details relating to how you can access your child's progress report.



Safeguarding and Child Protection

Safeguarding is our first and foremost priority. All staff receive safeguarding training, but those noted below are particularly key in taking a lead in this way:

Mrs Sophie Tanner
Designated Safeguarding Lead
Assistant Headteacher.

Mrs Stephanie Bendall
Deputy Safeguarding Lead
Deputy Headteacher

Mrs Sarah Beckett
Deputy Safeguarding Lead



Safeguarding and Child Protection covers a range of topics including child abuse, internet safety, radicalisation and child sexual exploitation. If you are concerned about the safety of your child or another child, please contact any of the staff mentioned above. If you are worried about a child and cannot reach anyone in school, then you can report this directly to the NSPCC on **0808 800 5000** or email help@nspcc.org.uk.

If you are concerned about the conduct of an adult, please contact Mr Paul Gibson, Headteacher, or Mr Martin Judd, Chair of the Local Advisory Board (LAB) m.judd@maidenerleghtrust.org, if you have concerns about the headteacher.

If we have a concern about your child, we will inform you in the vast majority of cases, to ensure that you understand exactly what we are doing about the concern raised.

In some, rare, circumstances, we do not have the authority to alert parents/guardians. In such cases, you would be contacted by colleagues from other agencies who will explain the situation to you.

Target Bullying

Bullying is any act carried out by a group or individual, repeatedly over time against a target who cannot defend themselves, that intentionally causes harm, either physically or emotionally. Bullying behaviour may be direct or indirect.

We adopt a zero-tolerance approach to bullying and we target all forms of bullying that come to our attention. We are especially diligent in responding to concerns raised in relation to race, culture, country of origin, sexism, disability, giftedness, homophobia, transphobia or biphobia. In such cases, these issues will be specifically



addressed with the bully (and his/her parents where appropriate) as part of our post incident management.

We want to be clear about what we expect of all stakeholders who form our school community. In particular:

Everyone is expected to always demonstrate respectful behaviour.

We encourage everyone to report abuse or bullying of another person.

We adopt a proactive approach to bullying, particularly utilising our assembly and PSMSC programme to ensure that all students are sufficiently educated on this issue and how they can seek support where this is required.

We run a focused, anti-bullying week every year.



All teachers are trained in identifying the signs of bullying and we are proud of the gold award we have recently received for our work here.

Students are encouraged to report their concerns to a teacher as early as possible or by using our dedicated email address: target@maidenerleghtrust.org.

For full details, please see our Anti-Bullying Policy which is available via the school website.



Headteacher's Challenge

Mr Gibson, the Headteacher, would like to set your child an (optinal) challenge!

To produce a piece of work outlining what your child thinks it means to represent the best of Maiden Erlegh School.

Your child might:

Write an essay or newspaper report?

Write a story or a poem?

Write and record a song?

Produce a video?

Produce a poster or leaflet?



There will be prizes for the very best pieces!

These entries should be given to your child's tutor before the end of the first full week of school in September.

The Transition Process

Liaising with our feeder primary schools:

We work very closely with all our feeder primary schools to share information about each child who will be joining us in September. This way, we can do our best to ensure that we start to “get to know” each individual before they arrive. The main purpose of this is to make the transition as seamless and as comfortable as possible. It also allows us to structure our support systems in a way that meets the needs of each individual child. We have begun to work on the transition process, and this is something that we continue with throughout the summer term.

Induction day:

We are currently planning an induction day, which allows our new students to visit us and to have a taster of what their time at Maiden Erlegh will look like. We will be in touch shortly with further details!

Regular Communication

We endeavour to keep you fully informed regarding transition arrangements, so that you and your child feel confident about the September start. Please keep an eye out for communications from us in this regard.

Vulnerable Students:

If your child has a particular vulnerability, we organise extra visits for you to help your him/her to settle in as smoothly as possible. This supplementary programme will be organised through the Inclusion team, who will be in touch in due course.

September Information Evening:

We will be organising an information evening in September, which will allow us to meet with you in providing further details relating to school life here at Maiden Erlegh. We will be in touch with further information relating to this information evening in due course.

Staying up to date:

Please do keep a regular eye on our school website for the very latest news and information relating to the transition process, and our school community.



The first day of school in September:

We always stagger the arrival time of students on the first school day in September, so that our new Year 7 students are not overwhelmed. When your child arrives for their first day, they should make their way to the covered walkway by Reception, where he/she will be welcomed by Mr Pringle and Mr Garner. Please note, parents/carers should not accompany their child on to the site due to safeguarding reasons. Should you accompany your child to school on their first day, please say your goodbyes at the gate. Don't worry – there will be plenty of staff on hand to guide and reassure our new students!

Upon arrival, Year 7 will have a brief assembly in the Main Hall and then they will spend time with their tutor. During this time, students will be issued with a timetable, and tutors will carefully explain how this works. Students will then follow the remainder of their timetable for the day.



Contact Information



School office

mesoffice@maidenerleghtrust.org



Attendance

mesattendance@maidenerleghtrust.org



Mr D Pringle
(Head of Year)

d.pringle@maidenerleghtrust.org



Maiden Erlegh School
Silverdale Road
Earley
Reading
RG6 7HS



0118 926 2467



www.maidenerleghschool.co.uk



twitter.com/@MaidenErleghSch



We are very much looking forward to
meeting you and your child!

Welcome once again to the Maiden Erlegh
School community!

#TeamMaidenErlegh

