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# Stepping into Key Stage 3



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# Introduction

- Primary to secondary - the big step
- Supporting your child to support themselves
- Dispel potential worries
- Share vital information
- Offer support
- Know where to go should you need it



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# Introduction

**Mr Mick Fenwick - Headteacher**

**Mrs Jane Darbyshire - Deputy Headteacher**

**Mrs Alison Dumphy - Brook - Head of Year 7**

**Mr James Burns - Assistant Headteacher: Pastoral**

**Mrs Sarah McGreal - Assistant Headteacher and SENDCO**

**Dr Claire Reed - Assistant Headteacher: Curriculum**

**Mrs Lizzi Fox - Lead Practitioner: Personal Development**

**Miss Vicky Wright - Lead Practitioner: Teaching and Learning**

**Mrs Jean Marie Myers - DSL - Designated Safeguarding Lead**



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# Attendance - Ready

- What is good attendance?
- What is good punctuality?
- How do I find out about my child's attendance record?
- How can I support my child to be prepared for each day?
- What do I need to do if my child is absent?



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# Attendance - Ready

- What is good attendance?
- **Good attendance is 96%+**
- What is good punctuality?
- **We expect students to be on time every day and on time over 98% of the time**
- How do I find out about my child's attendance record?
- **Class Charts is the easiest way to keep up to date**
- How can I support my child to be prepared for each day?
- **Mrs Fox will talk more about this**
- What do I need to do if my child is absent?
- **Contact us before 8:30 on every day of absence: [attendance@stk.arette.uk](mailto:attendance@stk.arette.uk) or through our telephone system 01642 710050**



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# Attendance Matters

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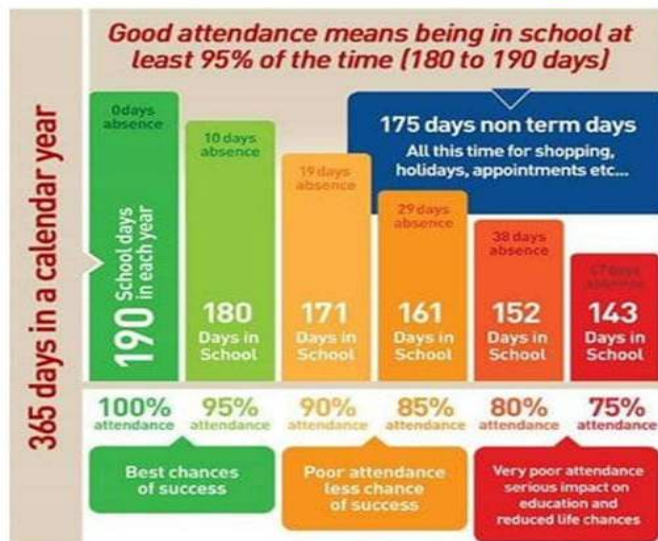
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## Attendance

## Punctuality



**DID YOU KNOW?** A two week holiday in term time means that the highest attendance you can achieve is **94.7%**



**DID YOU KNOW?** If you are 15 minutes late each day you will have missed a full 2 weeks of school in one year?

# Positive Conduct System

## Ethos, values and vision



### AMBITIOUS

**Our students** do not settle for second best. They believe they can achieve anything. They engage willingly with the whole curriculum.

**Our staff** are ambitious for their students, and for themselves. They want our students to soar without limits. They make sure that they provide the very best education.



### READY

**Our students** come to school ready and prepared for the day. They are eager to learn and be the best they can be. When students leave our school, they are ready for their next steps, whatever they might be.

**Our staff** are ready to teach an enjoyable and coherent curriculum. They understand their students and their individual needs. They are ready to learn, constantly acting to improve their practice.



### RESPECTFUL

**Our students** and **staff** treat each other with respect, without exception. They celebrate diversity and difference.

**Our students** and **staff** exemplify the behaviours and values we expect in our school. Good conduct attracts recognition and reward.

**Our students** and **staff** value each other. They build a strong foundation for our school. They cultivate positive relationships and recognise their respective contributions.

**Our students** and **staff** care about their place in the wider community. Together, they make our school the centre of our community and society.

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# THE HOUSE SYSTEM

## HOUSE CUP:

Awarded to the house with the most House Points at end of school year.



## SENIOR HOUSE CAPTAIN:

A position of house leadership in the Sixth Form. Responsible for organising house activities, coordinating competitions and fundraising events.



## HALF AND FULL COLOURS:

Special ties awarded to students who make an outstanding contribution to their house and school. They will be positive role models in our community and carry additional privileges.



## HOUSE TIE:

Awarded in recognition of a significant contribution to their house and school community. Criteria include gaining a set number of House Points, competing in house events and involvement in extracurricular clubs or activities.



Special privileges are awarded to House Tie holders.

## HOUSE CAPTAIN:

Will have a responsibility for organising their tutor groups for house activities. This includes meeting with Senior House Captains about events and coordinating efforts to ensure participation in extracurricular events and inter-house competitions.



## HOUSE ASSEMBLIES:

Termly assemblies in recognition of students' contributions to their house.



## HOUSE COMPETITIONS:

Run throughout the year to allow students to gain more ambition points for their house and will cover a range of different activities and themes.



## HOUSE POINTS:

Collecting House Points contributes towards your house's point total throughout the year. Collected inside and outside of lessons, for independent learning and inter-house competitions.



## Positive Conduct Pyramids

# THE REWARD SYSTEM

All staff should seek to recognise students doing well and reward them consistently, using this common system.



## AWARDS EVENING:

Annual celebration events.



## REWARDS TRIP:

For students who achieve 500 House Points and have met the additional criteria.



## SPECIAL EVENTS AND REWARDS:

Each term students can attend special activities or gain rewards and privileges based on the number of House Points earned.



## REWARDS ASSEMBLIES:

End-of-term assemblies for each Year Group with special rewards in various categories.



## POSTCARDS AND COMMENDATIONS:

Postcards regularly sent home by staff based on staff nominations. Commendations awarded in special assemblies for outstanding performance in subject areas over the school year.



## AWARD CERTIFICATES:

For achieving House Points: Bronze (100), Silver (200), Gold (300), Ruby (400), Platinum (500), Sapphire (600), Diamond (700), Deputy Headteacher's Award (800) Headteacher's Award (900), Governors' Special Award (1000) Areté Award (1250).



## HOUSE POINTS:

Awarded by all staff for work, effort, contribution or conduct and range from 1 (Good) to 5 (Excellent) House Points. School leaders can award House Points ranging from 10 to 20 House Points.

Additional points awarded weekly for: no recorded warnings; being organised; weekly 100% attendance; no lates.



## PRAISE:

Use praise to recognise positive contributions (eg answering questions, engaging in activities, completing work) and behaviours (eg holding doors open, supporting other students, being considerate).



# AMENDING BEHAVIOUR: IN THE CLASSROOM

Serious incidents that disrupt teaching, undermine staff or concern health, safety and wellbeing may escalate to higher sanctions without following earlier steps.

Independent learning and equipment warnings do not contribute to lesson removal.

## PERMANENT EXCLUSION:

Persistent breaches and or serious health and safety risk to others.

## FIXED TERM SUSPENSION:

Issued for verbal abuse of staff; racial or sexual abuse; unprovoked assault on another student; evidence of bullying; theft; other risk to health and safety or disruption of good order.

## REFLECTION ROOM:

Senior member of staff called to remove student due to serious incident. On-Call staff member to take to the Reflection Room, or refer to the Headteacher to consider issuing a fixed term suspension.

## FACULTY REPORT:

Where persistent negative behaviours occur in one particular subject area a faculty leader may place a student on a faculty report.

## LESSON REMOVAL:

Given if a student still displays poor behaviour after final recorded warning. On-Call staff notified to collect student and take to the designated removal classroom. Failure to comply or continued disruption will escalate to a full removal to the Reflection Room for remainder of the day.

## FINAL WARNING:

Given if a student's poor behaviour continues after a first recorded warning. Warning recorded directly into Class Charts. Staff make clear to student that 3rd warning will lead to lesson removal. Provide chance to amend behaviour eg moving student outside for "cooling off" period.

## VERBAL WARNING:

Stated specifically and clearly as "That is a verbal warning" – only after normal techniques below have failed to correct a student's poor behaviour.

## NORMAL CLASSROOM MANAGEMENT TECHNIQUES:

Application of assertive behaviour management strategies including seating plans, the use of voice, presence, eye contact, humour, specific phrases, or reminders.

## Positive Conduct Pyramids

# AMENDING BEHAVIOUR: AROUND THE SCHOOL

All staff to collectively and consistently enforce this system adhering to the established framework. Students will begin each week with a clean slate. Only negatives gained in the calendar week will contribute to detentions.

Negative points will be reset at the end of each academic year.

## PERMANENT EXCLUSION:

Persistent breaches and or serious health and safety risk to others.

## FIXED TERM SUSPENSION:

Direct verbal abuse of staff; racial or sexual abuse; bullying; theft; possession of vapes or drugs; assault; health & safety risk.

## PASTORAL SUPPORT PLAN:

Pastoral Leaders can establish a support plan to intervene with students more seriously/persistently breaching school rules, and as a follow-up to students at risk of exclusion.

## REFLECTION ROOM:

Bullying; failure of report; truancy; repeated refusal to follow reasonable requests, follow school rules or attend detentions.

## ON REPORT:

Form Tutor and Head of Year can intervene to deal with persistent or repeated breaches of school rules by placing students on report to clearly outline expectations.

## SCHOOL DETENTION:

5 negative points in any one week = 1 after-school detention.

Senior and pastoral staff can issue detentions straight away for reasons such as refusal to follow a reasonable request and disruptive behaviour.

## RECORDED & FINAL WARNINGS:

Deliberate disobeying of school rules including persistent uniform violations; out of bounds; physical contact; lateness without valid reasons; or unsatisfactory response to verbal warning from staff.

Bad or aggressive language could trigger a verbal warning or recorded negative points, along with a referral to Head of Year depending on context.

## VERBAL WARNING:

For forgetting rules such as being out of bounds; uniform issues; disruption; running inside etc. A verbal warning will be issued by a member of staff.

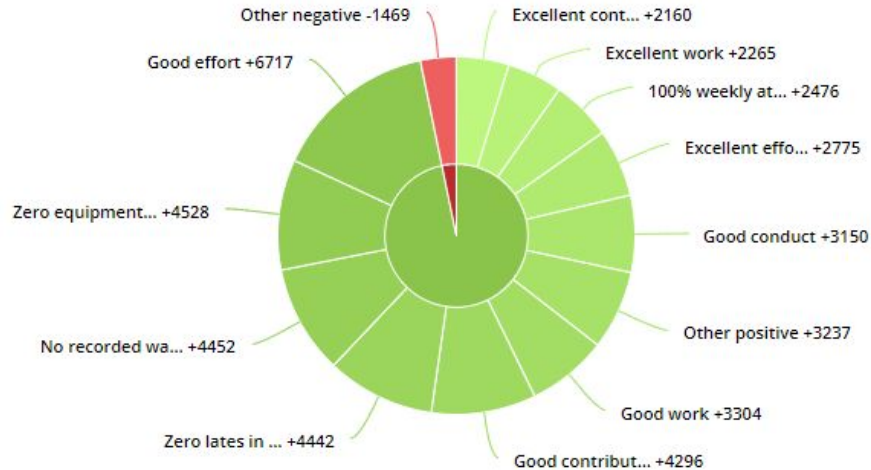
# Positive Conduct System

ClassCharts is the best way to keep in touch

- Attendance - House Points - Negatives/Warnings

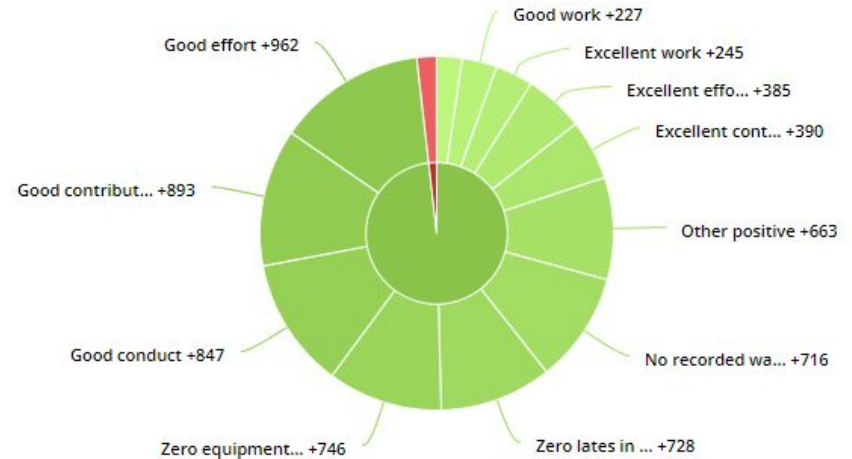
## Whole School

01/08/2023 - 19/09/2023



## Year 7

01/08/2023 - 19/09/2023



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# Achievement data - Ambitious

- What information will I receive about my child's progress?
- How often will I get this information?
- Will I be contacted in between?
- What do I do if I am worried about a particular subject?



# Assessment Descriptors

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**Developing (1-3)**

Successfully **learning parts of the curriculum**, demonstrating **some understanding** of the knowledge and skills expected, although there **are some important gaps**.

**Secure (4-5)**

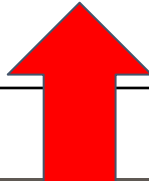
Successfully **learning the key components of the curriculum**, demonstrating a **good understanding** of the knowledge and skills expected, although there **may be some gaps**.

**Beyond (6-7)**

Successfully **learning knowledge beyond the key components of the curriculum**, demonstrating a **strong understanding** of the knowledge and skills expected, with few **gaps**.

**Mastery (8-9)**

**Mastering all of the curriculum**, demonstrating a **comprehensive understanding** of the knowledge and skills expected





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# Ambition Ladder

Exceptional	
4	<ul style="list-style-type: none"><li>✓ I am always <b>ambitious</b> in lessons, displaying enthusiasm and dedication regardless of the task</li><li>✓ My work is always <b>ready</b> on time and I display ambition by doing above and beyond what is expected</li><li>✓ Work is always completed to the best of my ability and I am not afraid to be <b>ambitious</b> in what I try to achieve. I am happy to take risks.</li><li>✓ I sometimes complete additional work, displaying <b>ambition</b> by wanting to further my learning</li><li>✓ I encourage <b>ambition</b>, respect and readiness in others: inspiring them too to do well</li><li>✓ I am <b>respectful</b> of rules, adults and other students at all times.</li></ul>
Motivated	
3	<ul style="list-style-type: none"><li>✓ I am <b>ambitious</b> in my contributions in lessons, often taking an active role</li><li>✓ My work is always <b>ready</b> to be handed in on time</li><li>✓ All of my work is completed to a good standard, and I am often ambitious in what I do</li><li>✓ I am mostly on task and <b>respect</b> my classmates' desire to work</li><li>✓ I am always punctual and therefore <b>ready</b> to learn at the start of the lesson</li><li>✓ I am always <b>ready</b> to learn with the equipment and resources that I need</li><li>✓ I am <b>respectful</b> of rules, adults and other students at all times.</li></ul>
Coasting	
2	<ul style="list-style-type: none"><li>✓ I am usually co-operative, sometimes being <b>ambitious</b> by asking questions or offering answers</li><li>✓ Work completed at school or at home is usually <b>ready</b> on time</li><li>✓ Most of my work is completed and is of an acceptable standard</li><li>✓ I am occasionally off-task, and sometimes need reminding to <b>respect</b> my classmates by allowing them to work</li><li>✓ I am mostly punctual and therefore <b>ready</b> to learn at the start of the lesson</li><li>✓ I am usually <b>ready</b> to learn with the equipment that I need</li><li>✓ I <b>respect</b> the rules and rarely receive sanctions</li></ul>
Poor	
1	<ul style="list-style-type: none"><li>✓ I am not <b>ready</b> to learn and my behaviour has negative impact on the learning of others</li><li>✓ I often need reminders and sanctions to ensure that work is complete</li><li>✓ I am <b>unambitious</b> and complete very little work, often giving up easily without asking for help</li><li>✓ My behaviour can be inconsistent; I choose when and where to work effectively.</li><li>✓ I make very little effort with work done in school and at home</li><li>✓ I do not <b>respect</b> my classmates because I distract them</li><li>✓ I am frequently late and therefore not <b>ready</b> at the start of lessons</li><li>✓ I am frequently not <b>ready</b> with my equipment</li><li>✓ I frequently receive sanctions in lessons</li></ul>



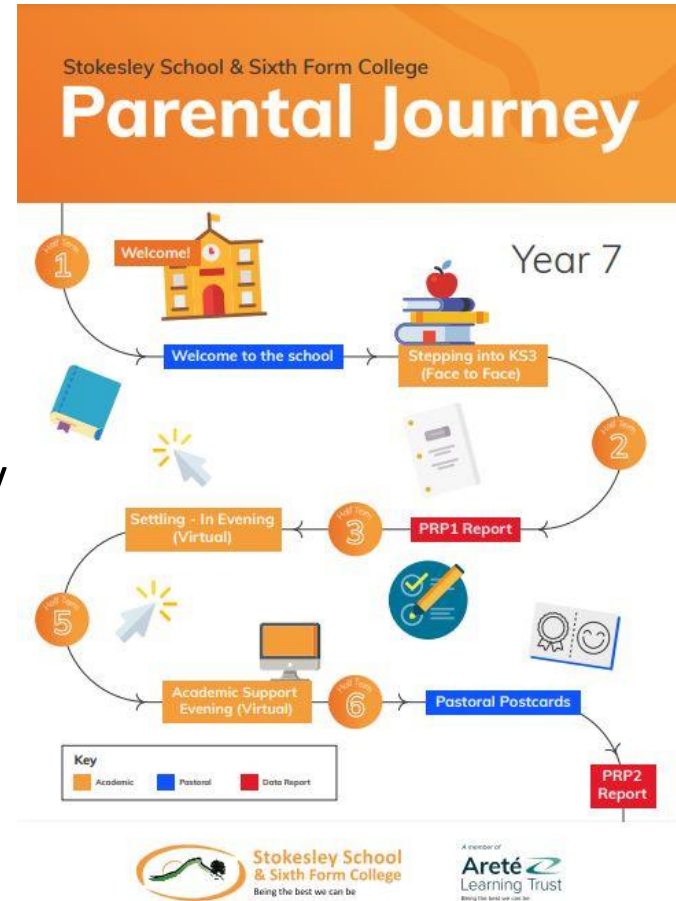
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# Key dates

- PRP1 Report - w/c 4th December
- Settling in evening (virtual) 31st January
- Y7 Parents Evening 15th April
- PRP2 Report - w/c 17th June





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# Independent work

- What does independent work look like?
- How does my child receive their work?
- What are the deadlines?
- How do I know if they have got 'homework'?
- How can I help them?
- What can I do if I am worried about helping them?



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# Embracing KS3

- How can I support my child to be successful?
- How can I support my child to be happy?
- How can I best support them at home?
- How are they supported in school?





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# LIFE - Top Tips

- Make sure they strike a good balance between work and fun.
- Get them organised.
- Encourage them to join a club (or many many clubs!).
- Fuel their body and mind.
- Help them to get enough sleep (they need more than they think!).
- Encourage them to talk to people (out loud, if they can).
- Help them to look ahead.
- Encourage them to take every opportunity (including enrichment)
- Help them to find their tribe.
- Encourage them to be kind.
- Encourage them to engage with their **LIFE** lessons.
- Support them to be here and on time (because life's easier if they are)
- Work out what makes them happy, and get them to do more of it!

	Lunchtime			After school		
	What?	Where?	Who?	What?	Where?	Who?
<b>Monday</b>	Library Club Green Group Vocal Group Dungeons and Dragons Keyboard Club MFL Independent work club Independent work club British Sign Language	OLC Room 512 33 seconds Room 5 4 minutes Room 411 903 Room 110	All years (pass needed) All years All years All years Year 7-9 All years All years All years	Netball Study Club (until 5:30)	Sportshall LIFE Hub	Year 7-8 All Years
<b>Tuesday</b>	Library Club Chess Club Dance Club 2D Animation (week 1 only) Poetry Club Lego Vex Arkwright Scholarship French Spelling Bee	OLC OLC Gym 901i Room 6 Lab 240 803 Room 402	All years (pass needed) All years All years All years All years Year 7-8 Year 11 Year 7	Netball Football Club	Sportshall Field	Year 9-13 All years
<b>Wednesday</b>	Library Club Board Games Club Lego Club Songwriting Club Friendship Club	OLC OLC 412 4 minutes Aspire	All years (pass needed) All years All years All years All years	Hockey Club School Production (from January 2024) Airplane restoration Project (5:30-7pm)	Astroturf Main Hall  Offsite	Year 7-11 All years  Sixth form
<b>Thursday</b>	Library Club Volleyball Warhammer Club Creative writing club Maths Club Science Club Sewing Bee Scrapbooking	OLC Sports Hall 902i Room 6 Room 143 Lab 131 805 Room 110	All years (pass needed) All years All years All years All years Year 7-8 All years All years			
<b>Friday</b>	Book club Rugby club Library Club Ukulele Club Debate Club Table Tennis Club Knit and natter	OLC Field OLC 4 minutes Room 10 Gym OLC	All years Year 7-9 All years (pass needed) Year 7-9 All years All years All years			

# Music at Stokesley



***chall@stk.arete.uk***



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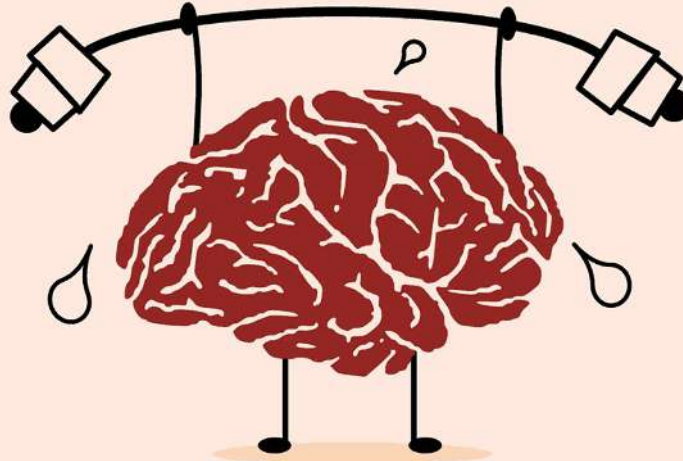
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# Top tips for learning





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# Get organised

Ensure you have all the equipment you need!

Keep your books and folders neat and tidy.

Use your student planners!



# Develop routines

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Try to develop routines for when you complete your independent learning.

You can reward yourself by doing something fun once it's completed!





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# Develop study skills

You need to recap things you've learned regularly to ensure you remember them!

Try and build up good habits in regularly recapping and revising things learned in lesson. **Make flashcards and quiz yourself!**







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# Keep on top of independent learning

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Plan your week ahead.

Ensure you are not leaving it until the last minute!

Use your student planner to organise your time.







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# Be curious

You are going to learn a lot of new things!

You may find a new hobby or even your future career.

Often the more you learn about something, the more interesting it becomes.





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# **Most importantly... Have a go!**

Get involved in your lessons!

Answer as many questions as possible - even if you are not 100% sure you are right.

The students that try the hardest make the most progress!

Give  
it a go



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# Sometimes, we just need a little something extra

- Some of you will find starting secondary school easier than others.
- If you feel that you need someone in school to talk to, remember that you can always use the 'concerned/worried' on the student dashboard to send a discreet message to the Engage team.
- We are here to help.



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# Tour and further support

- Tour with your child
- Support desks include: Chromebooks, SEN Support, Attendance Information, **LIFE**, Pastoral Support with your child's HoY and Class Charts App Support.
- Feedback Google form



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## General Notes

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