

PARENT GUIDANCE BOOKLET

2023/2024

Name:

Form:

Tutor:



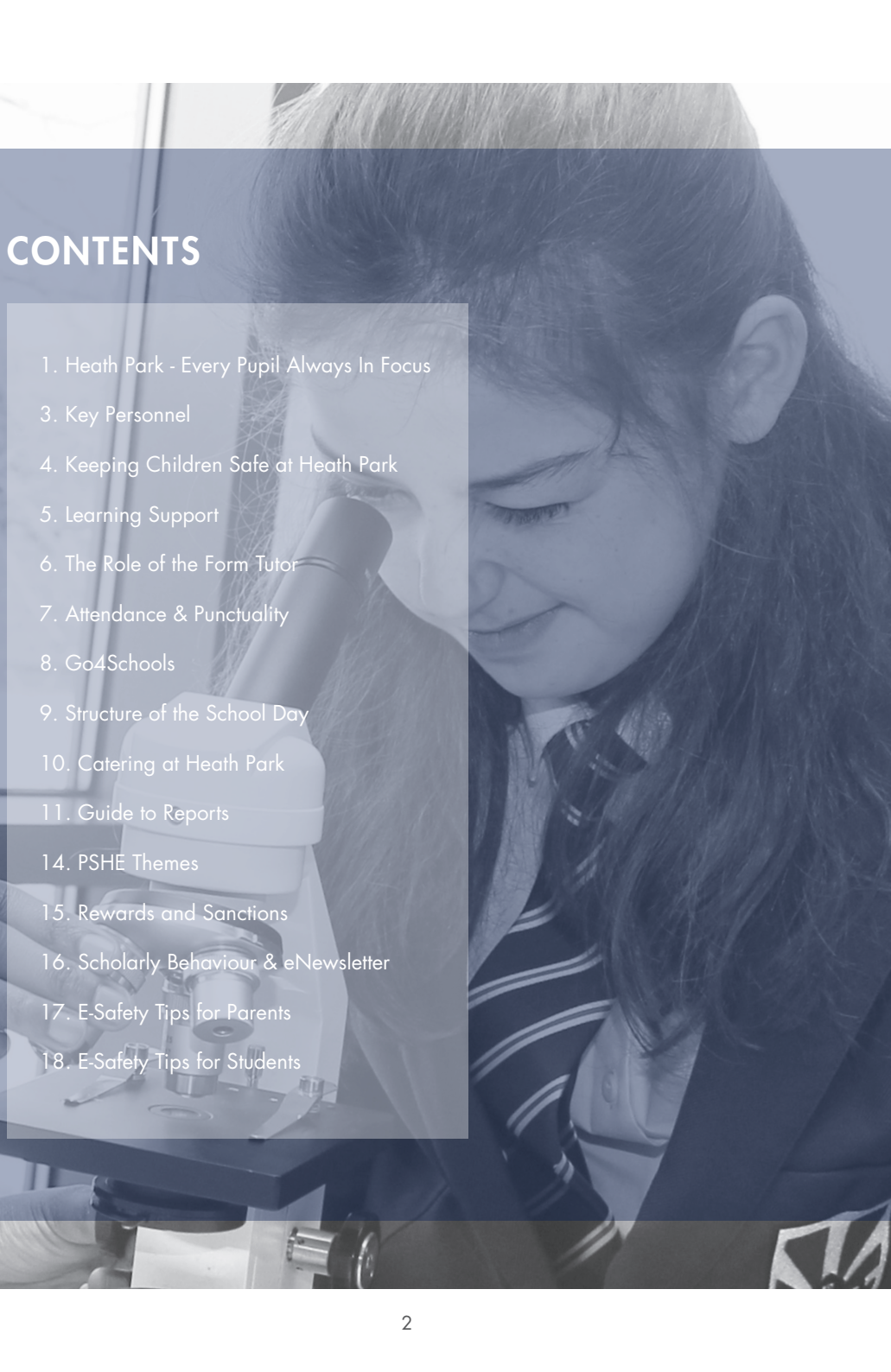


HEATH PARK - EVERY PUPIL ALWAYS IN FOCUS

Heath Park caters for the needs of all students. We aim to ensure that every pupil at the school is successful in their own right. We have high aspirations for our students and we want them to be determined to succeed, confident in their abilities and fully involved in the life of the school and the community in which it serves.

As an 'OUTSTANDING' school with a track record of success at the highest level we feel immensely proud of our achievements. Students, parents and staff are very positive about Heath Park and share a pride in the school that develops into enthusiasm and commitment at all levels.

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KEY PERSONNEL



Mrs Holloway: Executive Headteacher



Mr Rollins: Head of School



Mrs Welfair: Deputy Headteacher, Designated Safeguarding Lead

YEAR 7 KEY PERSONNEL



Miss Foster: Transitional Lead

KEY STAGE 3 PASTORAL TEAM



Mrs Parker-Onions: Pastoral Manager



Mrs Leadbetter: Parent Engagement School Based Educational Welfare Officer



Miss Nash: SENCO

KEEPING CHILDREN SAFE AT HEATH PARK

Heath Park acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice. We recognise that the welfare and interests of children are paramount in all circumstances.

We will seek to safeguard children and young people by:

- Valuing them, listening to and respecting them
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Sharing information about child protection and good practice with children, parents, staff and volunteers
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately
- Providing effective management for staff and volunteers through supervision, support and training.

Staff are aware that a child may disclose information to them at any time and that they must make it clear that if they tell them something that they feel puts them at risk, they must share that information immediately with a member of the Safeguarding Team.

DATA PROTECTION

Under the new General Data Protection Regulation, we have issued a privacy notice, explaining how we collect and use your information and keep it safe. A copy will be given to you when we ask you to complete our Data Collection Form. The privacy notice is also published on the school website.





LEARNING SUPPORT

Prior to pupils joining us at Heath Park information is provided by our feeder schools around any individual needs that young people may have with the aim of ensuring that there is continuity in the support that pupils receive.

What does Learning Support look like at Heath Park?

The majority of pupils with additional needs will have their needs met by high quality teaching within our mainstream classrooms. Teaching staff are provided with details of the additional needs of pupils and are provided with training and strategies to allow them to meet these needs.

At Heath Park we are fortunate to have a large learning support team who bring a wealth of experience and knowledge to support the pupils with whom we work. The learning support team are largely deployed in classrooms and will work with pupils both individually and in small groups under the direction of the class teacher.

A small number of pupils are also supported outside the classroom to complete specific interventions such as literacy catch up programmes.

If you have any queries, please do not hesitate to contact the SENCO, Miss Nash, to discuss further.

THE ROLE OF THE FORM TUTOR

A Form Tutor's role is central in both caring for students and, crucially, monitoring their progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour. The Form Tutor should be active in looking after the interests of the "whole child".

A Form Tutor should:

- Set the "tone" for the day, by creating a positive ethos, establishing/encouraging good student/teacher, student/student relationships, and developing both a Tutor Group and a school spirit and identity.
- Encourage high standards of work, behaviour and dress in students, look to reward achievements positively and implement, where necessary, appropriate sanctions.
- Promote, maintain and monitor the official records of attendance and punctuality. Ensuring notes are received concerning any absence and any absence of more than three days is checked with the Year Lead. Tutors should alert the school based Educational Welfare Officer to any patterns of absence.
- Plan and deliver a meaningful tutorial period daily.
- Be aware of friendship patterns, family structures, leisure interests, contents of student records, social development, problems at home/school and relationships with other students and staff.
- Monitor and review their students current progress across the curriculum using all the data provided.
- Follow through concerns and issues about learning and effort when necessary with subject areas and parents, in consultation with Year Leads and the Pastoral Team.
- Be aware of social and personal factors relevant to the student within and outside of school.
- Know all members of the Tutor Group and maintain the individual profile of each student.

ATTENDANCE AND PUNCTUALITY

Missing school for just a few days a year can damage pupils chances of making good progress and ultimately strong qualifications, according to a new report published by the Department for Education. The new research shows that overall absence had a negative link to attainment, with every extra, day missed associated with a lower chance of achieving 5 or more good GCSEs or equivalent at grades 9-1 including English and Mathematics.

PARENTS RESPONSIBILITY

Parents/Carers are responsible for:

- Ensuring that their child attends school regularly and punctually unless prevented from doing so by illness or attendance at a medical appointment. If a student is ill in school, the office staff will contact you and ask you to organise collection from school. Contacting the school office on the first morning of absence before 9:00am on 01902 556360. We also ask you to keep us updated on a daily basis if your child's illness is prolonged.
- Informing the school in advance of any medical appointments in school time. For the absence to be recorded as a medical absence we do require evidence from the doctor or dentist (appointment card/letter).
- Making requests for authorised absence in term time, only if absolutely necessary as these are not automatically authorised.
- Talking to the school as soon as possible about any child's reluctance to come to school so that problems can be quickly identified and dealt with.

STUDENT RESPONSIBILITY

- Students need to be on the school site by 8:40am, and in their tutor rooms by 8:45am at the latest. Lateness to school will have the consequence of a detention on the same school day - this may be at break time, lunch time, or after school.
- Attend every day unless too ill or have an authorised absence which school are aware of.
- Go to all registrations and lessons on time and ready to learn.
- Take responsibility for registering at the reception desk if late or leaving school site early during school hours.

SCHOOL RESPONSIBILITY

Staff to ensure that all students are registered correctly:

- Promote and reward good attendance at all opportunities - Year Leads in conjunction with Tutor Teams. Conversations regarding attendance to be an integral part of the tutor programme.
- Liaise with Attendance Staff/lead on matters of attendance/punctuality.
- First day calls made and concerns communicated to staff.

All underlying concerns to be passed onto Attendance Team.

GO4SCHOOLS

To keep parents fully informed of their child's progress, attendance and rewards, we use Go4Schools as a platform which allows us to share live information with parents. This will help you support your child to achieve their very best and engage fully with their learning. We also use this platform to share termly reports. Full details of how to sign up will be shared with all parents.



STRUCTURE OF THE SCHOOL DAY

KS3: YEAR 7 AND YEAR 8

Key Stage 3 operates a flexible timetable. Below is a guide to a typical school day. Students should be on-site for 8.40am ready to start form at 8.45am.

8:30am	Staff Briefing
8:45am – 9:05am	Form Period
9:05am – 10:20am	Session 1
10:20am – 10:35am	Break
10:35am – 11:50pm	Session 2
11:50am – 12:30pm	Lunch
12:30pm – 1:45pm	Session 3
1:45pm – 3:00pm	Session 4

CATERING AT HEATH PARK

Items for sale, daily from 8:00am - 8:30am.

To remove all cash and cheques from school we use our e-Payment method. This can be done online using a very secure website called ParentPay.

You will have a secure online account, activated using a unique activation username and password; you will be prompted to change these and to keep them safe and secure as your username and password for future logins. If you already have a ParentPay account, either with our school or with another ParentPay school, you can simply login to that account and add your children via the 'Add a child' tab on your home page.

Please contact the school if you have not received a letter with a username and password.



GUIDE TO REPORTS FOR YEAR 7 AND 8

Ensuring that your child makes strong academic progress is a key priority for everyone at Heath Park school. Your child's teachers will use a variety of approaches to assessment and use this information to plan learning activities that help your child build on their prior knowledge, skills and understanding. We publish reports three times a year in order to share this information with you. This guide explains our approach to reporting in Key Stage 3 and will hopefully answer some of the questions you might have.

Reports can be accessed through your parent account on Go 4 Schools (www.go4schools.com). Reports will appear at the end of the page. If you are a first-time user then please follow the "First-time user?" portal to set up an account. If you encounter any difficulties then please contact your child's Year Lead who can support.

UNDERSTANDING YOUR CHILD'S REPORT

Nationally, assessment in Year 7 and 8 has moved away from numerical target grades or levels. At Heath Park we have therefore chosen to assess students' attainment using 4 judgements - emerging, developing, securing and mastering.

Emerging	The student has understood the basics, but needs to further develop and secure the required core knowledge or skills.
Developing	The student is developing their understanding of core knowledge and skills taught so far.
Securing	The student has demonstrated a good understanding of knowledge covered so far and is able to apply new skills learned.
Mastering	The student has shown a great depth of knowledge and understanding of concepts studied so far.

We also assess students' progress based on their prior attainment data from primary school and our own baseline assessments:

Making above expected progress	The student is achieving above what might be expected for someone with their prior attainment.
Making expected progress	The learner is on track for someone with their prior attainment.
Making below expected progress	The learner is achieving below what might be expected for someone with their prior attainment.
Making well below expected progress	The learner is achieving well below what might be expected for someone with their prior attainment.

We also report on two attributes: effort and engagement and independent study. They are reported using motivation scores from 1 to 4, with 4 representing the highest level.

HOW WILL THESE REPORTS BE USED IN SCHOOL?

After each report cycle, and at other times during the year, teachers, tutors, leadership and members of the Learning Support department will explore the data that we have gathered on students to review the progress that each individual is making, celebrate what is going well, and find ways to support where this is needed. Teachers provide their students with both written and verbal feedback which explains to the student what they are currently doing well in and how they can improve and progress towards the next attainment descriptor.

WHAT CAN I DO TO SUPPORT MY CHILD?

As a parent, there are a number of conversations that we would hope you might have with your child based on their report. For example, by comparing their motivation scores with their grade in a particular subject, you may be able to see a pattern between the subjects that they are putting greater effort into and the corresponding attainment outcome. All students have been set three targets, an academic target, a behaviour and attitudes target and a reading and literacy target. Please have a conversation with your child about how they can try to meet this target.

Hard work, a positive attitude and great attendance are the main factors in determining how well students achieve. Please encourage your child to do their best in all lessons and assessments. Your support as parents or carers is hugely valued by everyone in school.

SHOULD I BE WORRIED IF MY CHILD IS MAKING BELOW EXPECTED PROGRESS?

“My child is making below expected progress in 1 or 2 subjects”: If your child is normally on track, this might not be a cause for concern. Sometimes, children cover a topic or a set of skills that they find challenging and it means they might be slightly below target now and then. You might like to find out from your child why they are below target and then keep an eye on your child’s next report to see if they are back on track. If not, this might be a good time to have a chat with your child’s Form Tutor or their class teachers to see if your child needs to focus on particular aspects of the subject that they are finding difficult to grasp.

“My child is making below expected progress in many subjects”: You may be aware of a reason why your child is below target in a number of subjects; sometimes children go through a difficult period in their lives and this can sometimes affect their progress. You might like to contact your child’s teachers to find out further details about why your child is below target and what they can do to get back on track, then keep an eye on your child’s next report.

If you have any concerns about your child’s report then please do not hesitate to contact their Form Tutor or Year Lead.

PSHE THEMES

Through tutorial time, focus weeks and drop-down days, you will develop your knowledge and understanding of PSHE throughout your years at Heath Park.



HEALTH AND WELL-BEING

This theme looks at how to become a healthy, happy and active individual. You will look at the benefits of physical health, your own mental health and the impacts of alcohol, substance abuse and vaping.



LIVING IN THE WIDER WORLD

You will look at how to become an active and responsible citizen in your school community and in the wider world. You will also reflect on your own aspirations, career journeys and develop financial literacy.



RELATIONSHIPS

This theme looks at relationships with others. You will learn to recognise what healthy relationships look like, how to manage peer influence and what is meant by consent.



RSE - RELATIONSHIP, SEX AND HEALTH EDUCATION

RSE prepares you for relationships in the modern world. RSE is embedded into the PSHE curriculum, and it is a statutory requirement for secondary schools to deliver this. Some of these topics such as puberty, contraception, breast and testicular examinations will be delivered by the school nurse. Some of the RSE curriculum will be delivered by your tutors or external speakers. RSE covers everything from consent, coercion, sexual harassment, pornography.



NEED TO TALK

If you need to talk to someone Mrs Welfair, Student Services, your Year Lead/Tutor or Mrs Soulsby (PSHE Lead) are all available to you at any time.

Online services such as Kooth (www.kooth.com) and Childline (www.childline.org.uk) are also available.

REWARDS AND SANCTIONS

REWARDS

As a school we will look to rewarding pupils as often as possible and pupils can be rewarded for any of the following reasons:

- Displaying good effort
- Producing an outstanding work
- Making a positive contribution or displays of good citizenship
- Excellent attendance and punctuality.

The types of rewards will range from reward points, certificates and prizes as recognition of their achievements and efforts.

SANCTIONS

Unfortunately at times there will be a requirement to reinforce the schools expectations and sanctions will be issued for the following reasons:

- Inappropriate behaviours
- Failure to follow instructions
- Failure to complete and hand in homework
- Regularly arriving late to school
- Failure to be properly equipped for lessons, e.g. PE kit, pens, books etc.

The types of sanctions used will often range from lunch or after school detentions, time in isolation or fixed term exclusions.



SCHOLARLY BEHAVIOURS

In all aspects of schooling, we talk about ‘scholarly behaviours’ - conducts and attributes which allow the students to make the most of their education and excel in their work. We believe that our students are very special and have enormous potential, and want them to be as ambitious and successful as parents do.

Our scholarly behaviours sit as ‘3Rs’ - Ready, Responsible and Respectful - and within each, we have identified three traits which we believe will make a great difference to the children’s learning:

Ready	Responsible	Respectful
To be: <ul style="list-style-type: none">• Resilient• Confident• Positive	To be: <ul style="list-style-type: none">• Self disciplined• A Problem Solver• Reflective	To be: <ul style="list-style-type: none">• An Effective Communicator• A Team Player• Accepting of Others

These traits have been identified with the children, who believe that these will make the biggest difference to their learning and development. We will be working to develop these traits with the students, both within and beyond the classroom.

eNEWSLETTER

If you haven’t already, please download the new school app from the App Store or Google Play Store (links are available via the school website home page). You will be able to receive our eNewsletters, push notifications and all other school updates directly to your phone.

Our eNewsletter is forwarded to all parents who have downloaded the school app and includes information on events/visits that have happened that term, curriculum news, safeguarding, student leadership and sporting successes.

E-SAFETY TIPS FOR PARENTS

The internet is always changing, and being able to keep up to date with your children's use of technology can be a challenge, especially if you feel that your children may have better technical skills than you do. However, children and young people still need support and guidance when it comes to managing their lives online and using the internet positively and safely.

A simple and effective way to get involved with your children and their lives online is through discussion. Why not use our conversation starters for parents and carers to get the ball rolling?

1. Ask your children to tell you about the sites they like to visit and what they enjoy doing online.
2. Ask them about how they stay safe online. What tips do they have for you, and where did they learn them? What is OK and NOT OK to share?
3. Ask them if they know where to go for help, where to find the safety advice, privacy settings and how to report or block on the services they use.
4. Encourage them to help. Perhaps they can show you how to do something better online or they might have a friend who would benefit from their help and support.
5. Think about how you use the internet as a family. What could you do to get more out of the internet together and further enjoy your lives online?
6. Good safe online behaviour comes from your children learning from you (and us) as part of a team, but you should also always be clear that you are in charge. It's quite proper and normal for you to always know your children's passwords, and to be able to look around in their accounts and on their devices, as you feel you need to.

If you would like to find out more about keeping your children safe online please see the following sites:

Think You Know - from the National Crime Agency - www.thinkuknow.co.uk
Internet Matters - from a national online safety organisation- www.internetmatters.org
Parent Info - from the Police - www.parentinfo.org
NetAware - from the NSPCC - www.net-aware.org.uk

E-SAFETY TIPS FOR STUDENTS



SAFE

Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone number and password.



MEET

Meeting someone you have only been in touch with online can be dangerous. Don't do it.



ACCEPTING

Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems - they may contain viruses or nasty messages!



RELIABLE

Someone online might lie about who they are, and information on the internet may not be true. Always check information with other websites, books or someone who knows.



TELL

Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.



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