

Year 11

Parent Information Booklet



All Hallows Catholic School

Our School Vision

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

Mr Baines – Headteacher

Thank you for taking the time to read this Information Booklet. It contains all the information you need to support your child as they begin their new school year.

A positive relationship between school and home is essential to ensure your child's success. The education of our students cannot happen in isolation and we encourage parents to help us as students progress through the school.

The school places a high value on delivering excellent lessons every day. We invest time in recruiting and developing our staff, so that your child will have the best possible school experience.

All our staff are passionate about ensuring the best possible outcomes for the students. They have high expectations, and we expect our students to come to school ready to work hard and to give the best of themselves in all that they do.

As parents, we ask that you continue to do the best for your child, ensuring they come to school with the correct equipment and uniform and ready to learn. Spending time in the evening organising for the next day's timetable will enable them to be prepared and will help them to succeed.

At the end of the day, we ask you to support the learning at home by talking to your child about their school day and what they have learned and by supporting them in completing their homework. This does not need a deep subject knowledge but instead time invested in creating quiet spaces for the students to work, with your love and support.

To our students, I ask you to remember Colossians 3:23:

Whatever you do, work at it with all your heart.

That means we expect you to engage with your learning, to activate hard thinking and to complete all tasks to the best of your abilities. The Lord calls us to make the best of the talents he has given us.

Come to school prepared to succeed and let us not waste a moment as we answer God's call to make the best of ourselves.

I wish all members of the All Hallows Family every success and happiness in the year ahead.

God Bless.



M A Baines
Headteacher



Pastoral Care – Mrs Fanshawe - Deputy Headteacher

All Hallows is a welcoming and happy place to learn and grow. We have a dedicated Pastoral team, working together to give our children the best education possible. For us, we believe we are preparing children for their future lives through ensuring the highest standards in teaching and learning and a wide range of experiences and opportunities as they move through the school. As a school community, our ethos of the school should be built on a foundation of values. These values permeate our approach to all aspects of our school and help us to understand and achieve our core purpose.

As parents, the simplest ways to be involved with your child's education is to:

- Talk to your child about their day at school (what went well, what did they learn, what homework have they been set etc.)
- Engage with your child's use of their Student Journal, check for any notes from staff, and sign on a weekly basis.
- Get in touch with your child's tutor or HOY if you have any concerns. Email address for your child's HOY is in the school planner
- Find opportunities to praise success!
- Ensure that they have a quiet place to do their homework tasks, where they cannot be distracted by mobile devices/games
- Have a simple bedtime routine to ensure they are getting adequate time asleep and are not being distracted by mobile devices. Mobiles should be left outside the bedroom to avoid disruption to sleep patterns.

How can you contact school?

Your main methods of contacting school are by telephone or email. To meet with a member of staff you would need to book a meeting to ensure that the staff member and a meeting room are free at this time. Please note, we cannot guarantee that a member of staff will be free for you to meet without a meeting being booked, due to prior commitments. Telephone: 01252 319211 Email: admin@allhallows.net
Main reception is open Monday to Friday 8.00am to 4.00pm.

How will school contact you?

All Hallows is conscious of the impact on the environment when letters are posted home. Therefore:

- All letters will be sent out via email (please ensure you have provided your email to school)
- Updates will be sent out through SIMS Parent App, (this includes your child's Student Progress, daily attendance and Achievement Points)
- Staff may choose to ring you to discuss your child, if the timing is not convenient, please let the member of staff know a suitable alternative time to talk.
- The website will provide you with regular updates about the school
- The schools' social twitter will have up to date information and photographs of events in school.

What should you do if your child is sick?

If your child is too sick to attend school, you need to inform the school. You can do this by phoning the school and selecting **option 1**, which allows you to leave a message.

To let the Sixth Form office, know about absence select **option 3**

If you have not phoned in to report your child's absence, you will receive a call to check on the welfare of your child.

What is good attendance?

Students cannot learn if they do not attend school - attendance at school is a prerequisite to learning. We expect that all students maintain an attendance record of at least 95%. School starts every day at 8.50 am. Please ensure that your child leaves home in time to account for possible delays on the road or when using public transport.

The school works with Surrey County Council's Inclusion Office to monitor attendance of students who are below 90% attendance.

What do I do if I want to take my child on holiday during the school term?

Mr Baines will not be able to grant any leave of absence during term time, for any purpose unless there are exceptional circumstances. If parents/carers decide to take a holiday in term time and it has not been authorised, you may be liable to receive a fixed penalty from Surrey County Council.

Meetings in school

When you are invited into school to discuss your child, the student should only see a united front between parent and staff. Any disagreement must happen between the adults. Staff and parents should spend time discussing each other's perspective and try to find an agreement. We may not see eye to eye on all matters however, it is important that the child sees that our efforts are to ensure the best outcome for the individual.

Through signing the Home School Agreement when your family joined All Hallows, you have agreed that you would support us to make the correct decisions for your child when they are at school.

Catholic Life at All Hallows – Mr Ragg - Assistant Headteacher

The Catholic message is at the heart of everything we do and this is emphasised in our Vision and in our Mission Statement. Through our Core Values we follow Jesus' teachings by respecting God, our neighbour, the world in which we live, and we respect learning, the reason that brings us all to be part of All Hallows Catholic School.

The celebration of Mass and the Sacraments is an integral part of the spiritual life of the school and is given focus through the Chapel and the Chaplaincy Team. Every day begins with a prayer, which takes place during form time and provides the students with time to reflect on the day ahead. Our School Prayer is a constant reminder to us of the faith that underpins school life at All Hallows. Mass is celebrated weekly in school and there are many other opportunities for prayer and worship, for example through half-termly house liturgies. We make time for students to experience days of reflection with their forms and year groups, and we also celebrate mass each term to give thanks for the good things we have received.

Every student is valued as an individual

As a Catholic school, we believe that every child has his or her own God-given gifts, talents and skills and we celebrate these in all their forms. We help our students to discover and use their gifts and also to use them in the service of others. There are many ways that we build our community through charity and fund-raising events, which encourages our students to be outward-looking and to build a sense of responsibility towards the wider community.

We believe that the best way to appreciate our students' individuality is through high quality relationships, which are reinforced through our Core Values. We enjoy celebrating the successes of our students and we aim to build a warm atmosphere by encouraging the students to share their academic, sporting, musical and other achievements with their peers. We have regular awards assemblies and an annual Awards Evening, which provides a special opportunity to celebrate the many achievements of our students over the previous year.

Our Catholic Curriculum

Students at All Hallows follow an RE curriculum which is modelled on the Catholic Bishops RE Curriculum Directory. They follow a Catholic GCSE course and in the Sixth Form our students follow a non-examination RE course, which applies our Catholic beliefs and values to questions facing young people in today's society. PSHE lessons help students to learn, understand and reflect upon important age-appropriate issues within a safe and nurturing environment, where our shared values help to prepare our students for life's challenges.

Head of Year - Mr Corrigan

The Tutors:

Every student has a tutor who they see every day in the morning. Their role is to care for their day-to-day wellbeing. The tutor is your first point of contact.

If you have a concern, please do contact their tutor via admin@allhallows.net to see if they can help. Please also let your child know that if they have any worries or concerns, they should let their tutor know. If there is a problem that cannot be resolved by the tutor, they will pass it to the Assistant Head of Year or Head of Year.

The Year 11 Tutor Team

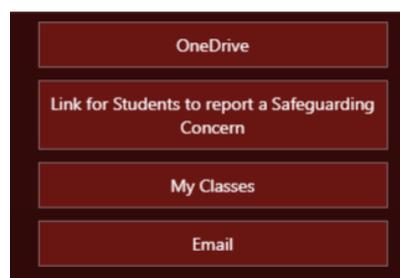
Alban –	Miss Burrows and Mrs Castle
Clare –	Mrs Owen
Edmund –	Mr Powell
John –	Mrs Featherstone
More –	Mrs Atherden
Pole –	Miss Agyemang
Swithun –	Miss Gowing
Hilda –	Miss Green

The Head of Year, Assistant Head of Year and Head of Key Stage

Mrs Gunner, Mr Corrigan and Mrs Gill are responsible for the welfare of every student in Year 11. If you have a more serious concern, please do contact Mr Corrigan, the Head of Year 11, via HOY11@allhallow.net.

Designated Safeguard Lead

If you or your child has a safeguarding concern, it can be reported via the button on SharePoint. Alternatively, you can contact our Designated Safeguarding Leads, Mrs Fanshawe or Mr Rees, if you would like to report a concern.



Positive praise and rewards

We have implemented a new house system with house points that your child can be awarded if they demonstrate one of our five Core Values.

We also would love to showcase your child's achievements outside of school. If you have any pictures and honours then please do email them to Mr Corrigan using HOY11@allhallows.net

Target Grades – Mr Spare - Deputy Headteacher

Why do we set them?

To give all stakeholders an indication of the potential of a student
To help monitor progress during their time at All Hallows
From Year 7 upwards we issue end of Year 11 targets (GCSE grades)
In Year 12, student are issued with targets for the end of Year 13

How do we set them?

We use prior attainment data and our knowledge of the students
We use Fischer Family Trust FFT software to come up with a subject specific suite of targets
We keep the targets under constant review

Tracking & Reporting – Mr Ragg - Assistant Headteacher

Termly reports

At All Hallows, we report on our students' progress once per term, in the format of a report. The report will show:

- The student's GCSE target grade for each subject
- A current projected grade, which is an indication of the grade a student is likely to achieve if their effort and progress to date is maintained.
- Attitude to learning / attitude to homework grades.
- Attendance
- House points

After reports are issued there will be follow-up conversations and target-setting with form tutors and subject teachers, so that students can act upon their teachers' advice and achieve to the best of their ability.

Progress grades are based on the student's classwork, homework, practical work and assessments for the year to date and are measured against their individual targets. The exact basis of the grade will vary as appropriate from subject to subject.

An attitude to learning grade will range from 1 (high) to 4 (low) and indicates how the student approaches learning in lessons and in their homework.: Students are expected to achieve grade 2 (good) for attitude.

Attitude to Learning – lessons:

Exceptional = 1.

Students who always meet every expectation in class. They always invest in their own learning by:

- Completing all work to the best of their ability
- Always contributing positively in class
- Always follows instructions
- Always showing respect to staff and other students

Good = 2

Students who consistently meet expectation in class. They invest in their own learning by:

- Consistently completing work to the best of their ability
- Consistently contributing positively in class
- Consistently follows instructions
- Consistently shows respect to staff and students

Requires Improvement = 3

Students who inconsistently meet expectation in class. They might:

- Complete work inconsistently and the standard needs to be improved
- Their positive contribution in class is inconsistent
- They need to be reminded to follow instructions
- They need to be reminded to show respect to staff and students

Concern = 4

The teacher is concerned as the student is neglecting their studies. For example they:

- Do not complete their work
- Do not contribute positively in class
- Do not follow instructions
- Do not show respect to staff and students

Attitude to Learning – homework:

Exceptional = 1

Students who always meet every expectation with their homework/independent learning. They:

- Always complete work to the best of their ability
- Put maximum effort into all of their homework
- Always meet deadlines

Good = 2

Students who consistently meet expectation with their homework/independent learning. They:

- Consistently complete most work to the best of their ability
- Consistently meet deadlines

Requires Improvement = 3

Students whose homework/independent work requires improvement. They:

- Complete work inconsistently and it requires improvement in effort or quality
- Are inconsistent in meeting deadlines

Concern = 4

The teacher may be concerned because the student:

- Does not complete their work
- Does not meet deadlines
- Makes minimal effort

If a teacher awards a grade 3 or 4, they will have discussed the issues with the student previously and may have implemented a range of interventions.

Parents Evenings

We conduct our Parents Evenings via an online platform called SchoolCloud, which facilitates timed and scheduled video calling. Using their own log-in, parents will be able to make appointments with the necessary staff for their child. The parent display shows the subjects and teachers specific to their child, and available time slots for making appointments. Login information is provided prior to parents evenings taking place.

The Year 11 parents evening will take place on **20th January 2022**.

Learning at All Hallows – Mr Halton – Assistant Headteacher

Lessons

We work very hard at All Hallows to plan and deliver excellent lessons. The senior leadership team visit every lesson, every day to support teachers and ensure your child is getting an excellent experience. We also hold regular research-informed staff professional development sessions to build subject expertise and pedagogy.

We believe that there are five aspects that we can focus on as a school to help ensure your child's learning is successful:

Preparation: We ensure that lesson planning is informed by an understanding of the specific needs of our students and an excellent knowledge of the curriculum.

Relationships: We believe that when relationships are strong, students are better motivated and will achieve better outcomes.

Instruction: We believe in teaching in such a way as to ensure content is mastered, rather than learnt superficially. We believe that the learning must pass through four distinct phases for this to be achieved:

Connection This is about ensuring that the new learning is built on the right foundations. Pre-requisite learning is checked upon, and links are made to the intended learning outcomes and the big picture of where learning is going.

Activation This is where your child is introduced to the new knowledge or skill, and the vocabulary they need to properly access it.

Demonstration This is the opportunity to apply the new learning and practice it. Teachers will plan activities that help embed and ensure depth to the learning.

Consolidation This is where your child reviews and reflects on the success of their learning.

This does not necessarily translate into four part-lessons; it is more of a model to ensure that teachers are giving your child the right opportunities to properly develop their learning. They may visit these phases multiple times over in a lesson. We have shared this language openly at the beginning of this year with the students as research shows that the more students are aware of how they learn, the more successful they will be.

Mindset: We ask all our teachers to have a positive mindset where they believe in all their students. Through PSHE and assemblies we try and instil this aspirational and positive mindset in our students too. Therefore, one of our core values is 'courage'.

Environment: We have high expectations of behaviour. We have a start and end of lesson routine that bookends each lesson to ensure they get off to a right start and we are developing with our students 'in lesson' routines for activities such as listening to each other well (OOPS rule) and paired conversations, to build up the right skill set for learning. Construction of the optimum environment for learning is supported by our reward system (house points) and sanction system.

Checks on Learning

Your child's teachers will be checking learning continuously throughout every lesson and will respond to what they find. This might involve giving feedback 1:1 or to the whole class. It might involve re-teaching aspects the students are finding challenging. We also complete regular formal assessments to check retention of learning and understanding across a unit, or several units of work. We also think this helps develop good habits for public examinations. Your child will be notified when these are taking place by their subject teachers (there is no formal 'assessment window') and will be given suitable time to revise.

We ask students to make sure their exercise books are neat and organised to aid this revision.

**Except for the Year 11 mock examinations, held at the end of the Autumn Term.*

Feedback

We believe that feedback should be timely, useful and actionable. As such, most feedback will be given verbally to your child during their lessons before mistakes are embedded. Sitting down and reading the work of students properly is also important. We ask your child's teachers to do this for every student they teach at least once per half term and provide useful written feedback for the students to read and reflect on. This is usually in the form of a 'WWW' comment (what went well) and an 'EBI' comment (even better if). Once per half term from each teacher means that your child receives, on average, one piece of written feedback each week across their subjects. The work they focus on may be something from their exercise book or it may be a more formal assessment.

Homework

We set regular homework at All Hallows. We ask staff to make sure homework is:

Meaningful - Homework supports the students' in-class learning.

Manageable - It is set according to a homework timetable to distribute the load across the week. It is recorded by your child in their journal so that they remember what they need to do when they get home. We ask the students to record the homework themselves as we believe it helps develop the core value of responsibility. Staff may also set further instructions on Microsoft Teams if the task is complicated. We ask staff to differentiate the work where appropriate. With two pieces set on average per night, in Year 11 each piece is expected to take approximately 40 minutes.

Monitored - We ask that teachers check homework is completed on the due date and build in time during the lesson to look at the work or use the work in some way. If the homework is not completed, has been forgotten or has not been completed to a suitable standard, teachers will set a homework detention for the following evening (Monday-Thursday) until 4.15pm. This is an opportunity for the work to be completed or improved. If the work is finished, your child may complete other homework tasks.

Please do check and sign the journal each week. Feel free to get in touch with your child's form tutor if you notice anything remiss. Please provide your child with a quiet place to complete this homework and help them organise their time by building a slot into the afternoon/ evening routine for homework.

Equipment

We ask our students to come properly prepared to learn, bringing with them a:

- Pen and spare pen (blue and black ink)
- Ruler (15cm or 30cm)
- Rubber
- Sharpener
- Set of colouring pencils
- Highlighter
- Whiteboard pen and a spare (we have put whiteboards into the journals for use in lessons)
- Glue stick
- Scissors
- Compass & protractor
- Scientific calculator

We also ask that they bring a reading book with them to school every day.

Please do keep checking your child's pencil case and restock when required.

Careers – Mr Carney

The aim of the Careers & Employability Programme at All Hallows Catholic School is to provide students with the information they require to enable them to make an informed decision about their future learning and/or career. In addition to this primary aim, we intend for our programme to raise achievement through increasing motivation, and to raise student aspirations by promoting equality of opportunity. A programme of activities will help them make choices that are right for them and will help them to manage their future careers. The programme will encourage the students to use self-assessment to understand the opportunities available to them and how to make the most of themselves. They will develop and use the skills they need to review their achievements, plan their future actions, make decisions, present themselves well and cope with change and transition. All students will be encouraged to make good use of the information and impartial guidance available in the school. They will learn about the changing nature of work, career choices and other relevant information, which will affect their decisions.

Opportunities built into the year 11 programme include:

- Learning where to find job opportunities.
- Producing a Curriculum Vitae to use when applying for jobs and courses.
- Learning about good interview technique and appropriate preparation.
- 1-to-1 meeting with Mr Carney (Level 6 qualified Careers Guidance Counsellor) to discuss future plans and options
- Interview experience.
- Further exploration of Labour Market Information (LMI) to help consider future career choices.
- Meeting with people from business/industry.
- Visits from specialist speakers about the different opportunities available post-16.
- Talking to Mr Carney about higher education including university and A-level choices.
- Talking to Mr Carney about alternative routes for the future, including apprenticeships, school leaver programmes, college courses and other routes.

Extra information is available from the Careers section of the school website:

https://www.allhallows.net/careers_section.html

Head of Key Stage - Mrs Gill

Pastoral Curriculum

At KS4 the pastoral curriculum aims to support the academic curriculum through three main areas of focus: Emotional Wellbeing, GCSE Success and Post 16 preparation. The curriculum covers evidence informed learning strategies that can be explicitly taught to ensure that students:

- Understand about learning, how to do it effectively and how to succeed at GCSE and beyond.
- Know about their post 16 pathways and opportunities to reach their potential

PSHE and Personal Development sessions ensure students receive a rich education focused around PSHE, Relationship & Sex Education, British Values and Citizenship, all underpinned by our Core Values. With a focus on emotional wellbeing, PSHE and Personal Development ensures students have the knowledge and skills to take responsibility for their own health and wellbeing as well as developing an understanding of how to help others.

Study Skills

Over the course of the Key Stage students are provided with researched informed GCSE study skills sessions within tutor time to ensure they are well prepared for the challenges ahead. Sessions cover both revision strategies and memory techniques to ensure that time spent revising is both productive and effective.

Students will benefit from the expertise and experience of a visiting speaker within the Autumn term to embed their understanding of how memory works and explore in more depth strategies and techniques that work best for them.

The mock period at the end of the autumn terms provides students with experience of examination conditions enabling them to discover what revision is effective and where there may be gaps in knowledge to focus on moving forward. Students are also able to become accustomed to the context of formal examinations, familiarise themselves with pressure and learn how they can best prepare themselves mentally to ensure success.

House System

The House System celebrates the success of all our students who strive to achieve their best in all aspects of the school. Students regularly earn house points for excellent effort and demonstration of the school Core Values.

The House System encourages all students to get involved in the many inter-house competitions within subjects, form time and extra-curricular activities. The breadth of events reflects our intention to make our House System holistic and engaging, focusing on the many talents and interests of our students.

Each House is led by our sixth form House Captains who are involved in running the termly house competitions and house assemblies, celebrating the achievements of students within the house across KS3 and KS4.

Leadership Opportunities

Although students may think the main focus of the year should be on their studies, it is important that they continue to take part in activities that they enjoy and learn from in a wider context. Leadership opportunities within KS4 come in many formats, the below are a range of opportunities open to students to get involved in:

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|-------------------------|---|
| Increasing awareness | <ul style="list-style-type: none">• Student council• Year group assemblies• GIFT team |
| Supporting others | <ul style="list-style-type: none">• Subject ambassadors• Leading KS3 curriculum clubs |
| Sports | <ul style="list-style-type: none">• Coaching / Refereeing KS3 fixtures• Sports Captains |
| Performing arts & Music | <ul style="list-style-type: none">• Performing / directing / backstage roles for productions• Leading KS3 Drama rehearsals |
| Self-Development | <ul style="list-style-type: none">• Silver DofE• Interhouse Competitions |

Our All Hallows Website

<https://www.allhallows.net/useful-information.html>

Our school website has many different links to help children and families get help. Please look at the website and you will be able to click on the links from our webpage