

# Welcome to Year 7 September 2021



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## Year 7

Change can be a challenge to us all and the transition between primary education to secondary should not be underestimated. Hopefully, many of the nerves have gone, friends have been made and relationships and routines between teacher and student have been established. Now is the time we must really focus on learning and the skill of learning. For any child to reach their potential, support at home is crucial and this booklet provides some guidelines to parents/carers on how to achieve this vital support.

### The Challenge ahead

Year 7 is a key year for embedding good learning practices both at school and home and for using the Year 7 curriculum as a springboard to accelerated development. With a clear understanding of challenging target levels, teaching that inspires and delivers skills, knowledge and understanding together with regular praise and rewards, leads our students to success.

### How do I know how well my child is doing and how can I support them?

- Talk to them. It can be difficult, but do try to engage with your child about their learning experiences at school.
- Ask them about the homework they are doing and the work in class.
- Ask them about their targets. You will have the opportunity to discuss personal targets with your child's tutor, and it will be important to reinforce this dialogue.
- Your child will receive regular feedback from internal assessments, either in books or folders, or via the Google Classroom.
- Talk to your child's tutor if you have any concerns or queries. You are invited to email subject teachers and ask for an appointment if you are concerned.



## Class Charts

The triangle of communication between school, student and parent/carer is vital in helping us to deliver an effective education. We use Class Charts, accessed via the web or mobile app, as a live update of the day to day school experience. Via this platform parents/carers and students can see the most up to date information regarding:

- Attendance
- Behaviour - both praises and any concerns
- Homework
- Any notes added by staff



Details of how to set up student and parent/carer accounts in Class Charts will be shared with you at the start of Term 1.

## Google Apps for Education

On arrival at St Katherine's each student is provided with their own email address within the skdrive.org domain. This provides them with access to all of Google's education applications including virtual classrooms and can be set up for access both in school and at home. Use effectively this allows students to pick up where they left off in lessons and continue the learning at home.

## Meet Your Child's Tutor Evening

We invite you to a Year 7 Information Evening on Monday 6 September. There will also be an opportunity for you to book a time to meet your child's tutor on 5 October from 4.00pm - 7.00pm. **We expect these evenings to be held virtually. More information to follow.**

## Uniform and Equipment Requirements

St Katherine's school uniform can only be purchased directly from Monkhouse (see page 8), except for the school tie, which is available from the Student Support Office. We also keep a small supply of uniform at the Student Support Office.

For Year 7 joining St Katherine's in September 2021, ties can be purchased via Parentpay before the start of term if not purchased from Monkhouse. Tutors will distribute ties to students on the first day during tutor time.

**If your child is in receipt of the Pupil Premium, please order your uniform via [sso@skdrive.org](mailto:sso@skdrive.org) as we are able to apply a 10% discount.**

**Compulsory uniform:**

- Maroon blazer with school logo (available from Monkhouse only)
- White, collared shirt, buttons to the neck
- Maroon and silver clip on tie (available from the Student Support Office or Monkhouse)
- Charcoal grey tailored trousers with school logo (available from Monkhouse only)
- Grey tailored knee-length skirt with school logo (available from Monkhouse only)
- Grey, black or neutral coloured tights
- Grey or black socks
- Plain (no branding or logos) black shoes, not trainers, that are made from a material that is polishable

**Optional uniform:**

- Grey with maroon stripe v-neck jumper (available from Monkhouse only)

**Permitted outerwear - over blazer:**

- Overcoat, ski jacket, anorak, raincoat - plain colours, no logos
- Gloves
- Woollen/fleece hat

**Permitted jewellery/piercings/makeup/hair:**

- One single piercing to ears only
- One small stud (no more than 5mm) in each ear
- One small flat ring per hand
- Single thin silver/gold metal necklace
- Watch - all alarms switched off
- Plain black belt that fits through belt loops
- Medical bracelets only
- Make up must be natural and barely visible
- Hair dye in natural colours is acceptable
- No shaved heads including shaved markings
- No shaved eyebrows
- No false eyelashes, false nails, coloured nail varnish or tattooing

### Prohibited items:

- Denim
- Hoodies
- Faux/real leather

### Guidance for all:

- Coats are permitted to suit the weather conditions but must be removed for lessons
- Hijabs should be plain in colour
- No 'hoodies' except for school games which may be worn during PE sessions only
- Shirts must be tucked in at all times
- Vests or t-shirts worn under shirts for warmth must not be visible
- No scarves, hats or gloves to be worn in school buildings
- No extreme hairstyles
- All items of school clothing should be clearly marked with the student's name

Wearing inappropriate uniform will be sanctioned according to the Behaviour Policy and students may be lent spare uniform to wear. If repeated, the student may be sent home to get changed.



### Tips when wearing your uniform

- Top button and tie worn
- Black shoes. Polishable and not branded
- Shirts tucked in
- Blazer to be worn at all times
- Jewellery - one single ear piercing (5mm), one small flat ring, single thin silver/gold necklace

## PE Kit

St Katherine's PE kit can only be purchased directly from The Sports Shop, Portishead

Compulsory PE kit for all students	
Boys	Girls
<ul style="list-style-type: none"><li>• Black and red polo shirt with school badge</li><li>• Black and red reversible rugby shirt</li><li>• Black shorts with school badge</li><li>• Red, black and white hooped football socks</li><li>• Training shoes (suitable for physical activity)</li><li>• Football boots (needed for September start)</li><li>• Shin pads</li></ul>	<ul style="list-style-type: none"><li>• Black and red polo shirt with school badge</li><li>• Black and red skort/black shorts with school badge</li><li>• Red, black and white hooped football socks</li><li>• Training shoes (suitable for physical activity)</li><li>• Football boots (we recommend that you do not purchase until PE staff inform girls they are needed for lessons so that students do not grow out of them before using them)</li><li>• Shin pads</li></ul>

Optional PE kit for students	
Boys	Girls
<ul style="list-style-type: none"><li>• Black tracksuit trousers with school badge</li><li>• Gum shield (strongly recommended)</li><li>• Black and red PE jumper</li></ul>	<ul style="list-style-type: none"><li>• Black tracksuit trousers with school badge</li><li>• Gum shield (strongly recommended)</li><li>• Black and red PE jumper</li></ul>

### Uniform Suppliers:

Monkhouse  
140 East Street  
Bedminster  
Bristol  
BS3 4EW  
Tel: 0117 966 1432  
Email: [web@monkhouse.com](mailto:web@monkhouse.com)  
Opening hours:  
Saturday: 9.00am-5.00pm



## **The Sports Shop**

39 High Street

Portishead

North Somerset

BS20 6AA

Tel: 01275 842573

Email: [sportsshopporishead@gmail.com](mailto:sportsshopporishead@gmail.com)

### **Opening hours:**

Monday to Saturday: 9.00am-5.30pm (excluding bank holidays)

<https://sportsshopporishead.weebly.com/st-katherines-school.html>

### **Equipment for all students:**

- Sturdy school bag
- Pencil case
- Pens (including black for examinations)
- Pencils and pencil sharpener
- Coloured pens/pencils and highlighters
- Scientific Calculator (we recommend the Aurora AX-595tv)
- Reading Book
- Planner
- Ruler
- Water bottle (these can be refilled at various water fountains throughout the school site)

## **Parentpay**

We operate an online payment system called Parentpay at [www.parentpay.com](http://www.parentpay.com). This enables the school to be generally a cashless

school and give parents/carers the ability to pay by debit card for school meals, trips, and other items. Parentpay can be used on computers, tablets and on mobiles. The Finance Office will send you your login details and instructions for use.



## **Free School Meals**

If you think you might be eligible for free school meals based on the criteria below, please apply as the school will receive additional funding to support your child.

For information on applying for Free School Meals, please go to this webpage/link shown below. It is worth investigating particularly if you are unsure. If you have any questions or are unsure, please contact Mrs Ball at [ballj@skdrive.org](mailto:ballj@skdrive.org).

Entitlement to Free School Meals are administered on our behalf by North Somerset Council. Please note this includes students from all Local Authorities. Applications can be made using their online eligibility checking service: [www.n-somerset.gov.uk/fsm](http://www.n-somerset.gov.uk/fsm).

For further information email [fsm@n-somerset.gov.uk](mailto:fsm@n-somerset.gov.uk).

You can apply for Free School Meals if you receive one of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part 6 of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (as long as you are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on (paid for four weeks after you stop qualifying for Working Tax Credit)
- Universal Credit

## **Pupil Premium**

All students entitled to Pupil Premium will benefit from additional academic support to ensure they have a positive and successful learning experience. We aim to close any gaps in their attainment and achievement. Financial support is also available. For more information, please visit <http://www.stkaths.org.uk/about-us/pupil-premium>.

## **Keeping in touch with the school: Contact Details**

We recognise that it is vital for parents/carers and school to communicate effectively. Parents/carers can contact teachers via e-mail at any time; addresses can be found on the school website. For pastoral issues, parents/carers should initially contact the form tutor. Please note that all our staff try to respond as quickly as possible but there will be times where staff may not be able to reply immediately. Guidance is for staff to respond within two working days.

<b>For queries about:</b>	<b>Contact:</b>
Safeguarding	crockerk@skdrive.org
Courses, assignments or resources	Subject teachers
Access to online library resources	wyldl@skdrive.org
Technology related	francisblacka@skdrive.org
Curriculum	richardsk@skdrive.org
Personal, social-emotional	Tutor or Head of House
General queries	school@skdrive.org
Free School Meals	finance@skdrive.org

We are sure you will understand that we cannot and will not tolerate abusive behaviour towards any member of staff. This may include behaviour or language (verbal, non-verbal or written), that may cause staff to feel upset or insulted. We encourage patience and courtesy from all members of the community, including parents/carers, as we work together in the best interests of the child.

We use various channels to communicate with the school community; the Weekly Communication is emailed to parents/carers during term time. We produce a termly newsletter and post news articles on our website ([www.stkaths.org.uk](http://www.stkaths.org.uk)), the school Facebook page (St Katherine's School) and our Twitter feed (@stkathsschool). A number of departments within the school also have their own Twitter accounts: @PA\_StKaths, @DAT\_StKaths, @StKathsMaths, @kaths\_st, @StKathsLRC, @StKathsPE and @MFL\_StKaths, which they use to showcase students' work and classroom activities.

An informal Facebook group for Year 7 2021 has also been set up which you may wish to join, <https://www.facebook.com/groups/1076852739504611>. This is not run by the school, but does provide an opportunity for new parents/carers to make contact and support one another.

## School Day

WEEK ONE Monday - Friday WEEK TWO Monday, Tuesday & Thursday, Friday		WEEK TWO WEDNESDAY	
Time	Activity	Time	Activity
8.35-9.00	Tutor Time and DEAR	8.35-9.00	Tutor Time and DEAR
9.00-10.00	Period 1	9.00-10.00	Period 1
10.00-11.00	Period 2	10.00-10.20	Break
11.00-11.20	Break	10.20-11.20	Period 2
11.20-12.20	Period 3	11.20-11.50	Yr 7/8 Lunch
12.20-12.55	Yr 7/8 Lunch	11.50-12.50	Period 3
12.55-13.55	Period 4	11.20-12.20	Period 3
12.20-13.20	Period 4	12.20-12.50	Year 9/10/11 Lunch
13.20-13.55	Year 9/10/11 Lunch	12.50-13.45	Period 4
13.55-14.50	Period 5	13.45-13.55	Staggered Departure
14.50-15.00 Tues-Fri	Staggered Departure	13.55-14.05	Break
MONDAYS 14.50-15.50 15.50-16.00	Enrichment Staggered Departure	14.05-15.00	CPL Training Session

## Attendance/Lateness

When school is open as normal, students are expected to be in school at 8.30am, ready for registration at 8.35am. If you know your child is going to be late, please contact the school on 01275 373737 and select option 1 for attendance or email [attendance@skdrive.org](mailto:attendance@skdrive.org).

If your child is late and is not going to make it to the tutor group in time, they will attend tutor time with SLT to avoid disruption to the rest of the tutor group.

If a student arrives after 9.00am, they are required to sign in at SSO. If there is no acceptable reason for a student being late, a detention will be issued.

If you need to request an absence in advance, please complete the Absence Request form available from the SSO or on the website under <http://www.stkaths.org.uk/parentcarers/attendance-holidays/>, and return to the Attendance Officer, Miss Jones ([attendance@skdrive.org](mailto:attendance@skdrive.org)).

Our school's target for attendance this year is 95.5%. A persistent absentee is defined as a student who misses more than 10% of sessions (authorised or unauthorised) during the year. At St Katherine's School, holidays during term time will not be approved unless in exceptional circumstances. We would ask that all medical appointments are made outside of school hours where possible.

## Houses

Our house system is the bedrock of our school community and the pastoral care we pride ourselves on. It is designed to unlock the limitless potential of every student and to help them excel in everything they set out to do. It provides students with enrichment and leadership opportunities through a range of inter-house activities including academic events, sporting events and fun competitions - with every house aiming to be crowned the annual St Katherine's School House Champions.

Key points about the St Katherine's house system:

- From Year 7 all students are overseen by their Head of House who has lead responsibility for their pastoral care and personal development.
- Each student is in a tutor group aligned to their house which they stay in throughout their school career. We aim to put siblings in the same house.
- Year 12 and 13 students have separate tutor groups but are affiliated to a house, acting as positive role models, mentors and leaders to younger students in their house.
- All teachers, support staff and governors belong to a house too.
- Each house has students elected as House Captain and Vice-Captain (plus House Sports Captains).

Our house names represent individuals who have made a significant contribution to their community and represent our core values.



### **Pankhurst**

Emmeline Pankhurst was a British political activist and leader of the British suffragette movement, who helped women win the right to vote in 1918.

**Head of House:** Mr Iain Murdoch      **House Colour:** Green

### **Stephenson**

Paul Stephenson is a community worker, activist and long-time campaigner for civil rights for the British African-Caribbean community in Bristol. Paul Stephenson is a Freeman of the City of Bristol and was awarded an OBE in 2009.

**Head of House:** Mr Andy Thomas      **House Colour:** Red



### **Turing**

Alan Turing conceived modern computing. He played a crucial part in the Allied victory over Nazi Germany in WW2. Despite his contributions to the war effort he was persecuted for being homosexual before dying in 1954. He received a pardon from the Queen in 2013.

**Head of House:** Mrs Hannah Price      **House Colour:** Blue

### **Yousafzai**

From the age of 11, Malala Yousafzai campaigned for girls to be given an education in Pakistan. At 15 the Taliban attempted to assassinate her by shooting her, but she survived and received the Nobel Peace Prize in 2014. Today Malala campaigns for all to have an education across the world.

**Head of House:** Miss Esther Andrews      **House Colour:** Yellow



The following opportunities are provided for parents/carers to meet and discuss issues with pastoral and academic staff:

- Subject parents/carers evenings
- Parent/carer information evenings
- Tutor meetings
- Parents/carer evenings: These meetings are arranged with families to discuss the progress of students about whom we are concerned. Follow-up meeting will typically be established so that targets can be strictly monitored.

## Catering



We have Healthy Schools status and provide a choice of meals in accordance with the government healthy eating standards. Our menus change weekly and students are encouraged to comment on what is served.

We operate a cashless catering system so parents/carers can prepay for meals online via ParentPay. We have a cash machine where top-ups can be made by the students, and also check their balance; however, we ask that you top up your child's account using Parentpay where possible to reduce cash on site.

Students in receipt of Free School Meals are eligible to receive breakfast every day from our canteen. They can choose from a range of cereals, toast and a drink of juice at no cost.

## The Library

The Library Resource Centre (LRC) is a large, open and friendly space, run by an experienced librarian, Ms Wyld. The Library is open from 8.15am until 3.30pm.

The LRC plays a key role in fostering a school-wide reading culture to encourage students to be independent, self-motivated readers and learners for life. The LRC has a large selection of books, covering a wide range of reading abilities and interests. There are a number of special collections including graphic novels, manga, Shelf Help (mental Health issues) and careers. Students are encouraged to borrow regularly from the LRC.

In the LRC students can access:

- Daily newspapers and magazines
- DVDs to support English set texts
- 12 PCs and printing facilities to support schoolwork
- A range of board games for use during breaks
- Revision guide service for faculties
- Stationery shop



Students in Year 7 have a weekly library lesson as part of the English programme. We use the Accelerated Reader programme to structure these lessons. This personalised scheme challenges students to read books that are suited to their individual reading ability, whilst giving school staff flexible tools to support, manage and monitor this. The ultimate aim is to see reading growth for each and every student, regardless of their individual ability.

During breaktimes, the LRC is a popular space for students from all years to spend time. Students are encouraged to be occupied, perhaps catching up on homework, playing a board game with friends, choosing and changing library books, and of course, reading.



The LRC also offers a range of events and activities to help foster reading for pleasure. Each year we celebrate Roald Dahl Day and World Book Day and host an annual two day book fair. The displays are regularly changed to reflect school, wider community and world issues. We have regular reading groups and a Carnegie Book Award shadowing group and occasional author events

are always inspiring occasions!

## **Progress and Achievement**

### **How do we track and report progress?**

Throughout Key Stage 3 (Years 7-9), regular reports to parents/carers will provide information on effort and academic progress. This information is a guide for parents/carers, students and teachers to help us track academic progress and to encourage students to give their best. An annual progress evening provides an opportunity for parents/carers to talk to subject teachers in more detail about their child's learning and progress.



### **How do we develop the Growth Mindset at St Katherine's?**

In Year 7 and indeed throughout secondary school, effort is a key factor that influences academic progress. We are committed to encouraging a Growth Mindset in our students, in which effort and willingness to learn from mistakes are seen as the key to making progress. You may be familiar with the concept of a Growth Mindset already. It means that intelligence is not seen as fixed and predetermined, but as something that can be developed. Students are encouraged to develop the habits of enthusiasm, hard-work and persistence, with conscious determination to improve academically. We encourage parents/carers to support the idea of developing the Growth Mindset at home.

### **How well do we know your child as an individual?**

On entry into Year 7, we use four sources of evidence as baseline measurements at the start of secondary school. These help teachers plan for each individual to build on their academic strengths and work on areas for development.

Students arrive in school in Year 7 with a numerical score based on achievement in external tests taken at the end of Key Stage 2. This is a baseline for measuring progress over time between the end of Key Stage 2 and the end of Key State 4, when students sit external examinations. For students starting in September 2021 this data will be missing as tests were cancelled due to the coronavirus pandemic.

CATs (Cognitive Ability Tests): Nationally recognised tests taken at the start of Year 7, which assess a range of reasoning skills. The tests measure four types of reasoning; verbal, non-verbal, quantitative and spatial). They are good indicators of students' reasoning abilities and potential, as well as a source of information for teachers on how best to adapt teaching and learning for individuals and teaching groups. There is no expectation for students to prepare for these tests; they are a test of reasoning ability rather than knowledge and we encourage our students to see them as an interesting challenge.

NGRT (New Group Reading Tests): Nationally recognised tests taken at the start of Year 7, which assess reading ability. Access to all parts of the curriculum can sometimes be limited by a student's ability to read. As well as assessing the age appropriate reading level these tests provide an insight into a students vocabulary and their ability to comprehend a range of texts. There is no expectation for students to prepare for these tests but the more reading you can encourage from your child at home the more likely they are to be able to take full advantage of the curriculum at St Katherine's.

Baseline assessment takes place in most subjects at an early stage in Year 7. With clear preparation and guidance, students are set a typical task in each subject. They are encouraged to do their best work so that teachers can plan for individual progress in that subject, as well as challenging them in the unlikely event that standards slip.

While teachers use the above as a starting point, we recognise that there are a wide range of factors that contribute to academic progress. We constantly consider our students as individuals, taking into account effort, motivation and individual circumstances. Individual students make progress at different rates, some taking longer to fulfil their potential. Progress in different subjects varies too; for example, many students will be taking Spanish for the first time in Year 7. Mastering a new language takes time, compared to the considerable amount of learning that has taken place in other subjects by the end of Key Stage 2.

If at any point you are concerned about the rate of progress being made by your child, please inform both their tutor and classroom teacher without delay. Parents/carers are the first and most important educators of our children; we expect and will count on your full support over the coming years.

### **Stretching and challenging the most able students**

‘Most Able’ learners are those students who show an outstanding ability in one or more subjects in relation to the St Katherine’s school community. Our ‘Most Able’ learners are identified and their progress monitored in order to make sure they are continually provided for while at St Katherine’s.

At St Katherine’s we spot potential to ensure that it is allowed to flourish. We have a register of Aspiring Learners, identified as the top 10% of each group. This cohort is representative of gender, ethnicity and socio-economic context. Identification is based on specific departmental criteria guided by the school’s ethos, quantitative and qualitative data and through discussion with the learner, parent/carer and colleagues.

### **Subjects:**

We have provided a summary below of what students will learn in Year 7 for each subject. Further details can be found on our website: [www.stkaths.org.uk/students/curriculum](http://www.stkaths.org.uk/students/curriculum) including our curriculum guides for each year group.

## Art

Year 7 students undertake two hours of art every two weeks. All topics covered focus initially on working from observation.

To start the year, students work from a selection of natural forms. The focus is on the formal elements and tone, line, texture and form and the first project culminates with students designing and making a clay sculpture inspired by the work of Peter Randall-Page, Kate Malone and Barbara Hepworth.

In terms 3 and 4 students investigate the work of Friedensreich Hundertwasser and his use of colour, shape and pattern before making their own mixed media piece of a fantasy cityscape.

In the final project of Year 7, students make transcriptions of medieval woodcuts using hatching skills and observational drawings of animals practicing pencil tonal shading skills. Students create their own mythical creatures using collage and then a series of monoprints inspired by these.

Homework can vary from collecting objects to producing written presentations on artists.



Students are assessed in the following four areas during each project:

- Investigating the work of other artists
- Developing personal ideas and experiencing with media and techniques
- Observational drawing
- A final outcome

Parents/carers can support their child by:

- Going through all homework set and assisting where necessary
- Visiting galleries and museums together
- Encouraging them to work on extra personal creative projects at home

Ms Eleanor Tallois: [tallise@skdrive.org](mailto:tallise@skdrive.org)

## Citizenship

Year 7 citizenship units change on a termly basis and will cover the key principles of this discipline. Students will begin looking at the concept of British values and how these underpin our governmental system. They will explore important themes such as key issues of immigration, animal rights and voting rights. Students will also examine the role of the police in society as well as crime and the justice system. Lesson time is also given to the exploration of careers, finances and the environment.

Ms Jessica Huzzey: [huzzeyj@skdrive.org](mailto:huzzeyj@skdrive.org)

## Computer Science



In Year 7 students will have one Computer Science lesson per fortnight, during which they will receive a broad overview of the subject as well as developing practical skills that will prepare them for secondary school in general as well as subject specific knowledge.

During initial computing lessons, teachers will show students how to create a secure password and to log in to the school systems. They will learn how to use the commonly used google apps to help create high quality ICT work in all subjects. During Year 7 students will also be introduced to basic coding tools and skills through the use of the Scratch coding language and in preparation for moving into Year 8 they will become familiar with cloud computing programmes and online services. The intent of the computer science team is to make sure every Year 7 student learns about digital literacy, e-safety and computer science content. The focus on touch typing skills in class will also ensure that students become proficient at delivering accurate and quality literacy levels in digital documents.

Mr Michael Bates: [batesm@skdrive.org](mailto:batesm@skdrive.org)

## Design and Technology

In Year 7 students rotate through three modules (Food Preparation and Nutrition, Product Design and Textiles) to offer equal experiences in the different disciplines within Design and Technology. The modules are often split evenly between designing and making to emulate real life projects and tasks. From day one we offer students the new skills and experiences that they will call and build upon in later years and life after St Katherine's. Across all areas, students learn to problem solve, be independent learners and produce quality items that they can take home and share. We aim to encourage a caring and innovative environment which allows students to investigate and experiment in a safe, supportive and positive atmosphere, enabling all students to reach their full potential and express themselves.



Students are assessed in the following four areas during the modules:

- Investigation
- Designing
- Manufacturing
- Evaluation

Parents/carers can support their child in:

- Going through their work and looking at how the presentation of the work can be improved.
- Looking at the feedback given by the teacher and making improvements to the work.
- Looking at the extension tasks.

Mr Simon Simmons: [simonss@skdrive.org](mailto:simonss@skdrive.org)

## Drama

In Year 7 students begin by exploring improvisation through the form of mime; understanding the importance of physicality in performance. They are then introduced to melodrama, an exaggerated form of theatre incorporating voice into performance. These skills are then consolidated through a variety of genres and topics such as the strange case of Anna Evans and Charlie and the Chocolate Factory as well as social issues based on bullying. The aim of the first year is to build confidence, enable students to explore and experiment with different styles and work collaboratively as a team.



The Performing Arts department aims to inspire and develop a passion for the arts. We offer a variety of opportunities for students of all ages to get involved. Some of these co-curricular activities include music concerts, performing arts festivals, drama clubs and music enrichment. We are also very proud of our annual whole

school production which takes place every December; we work with professional theatre technicians and musicians to create a West End style production for friends and family to all enjoy.

Mrs Lauren Collins: [collinsl@skdrive.org](mailto:collinsl@skdrive.org)

## English

In English lessons, students begin by learning about writing for life through a fictional class-created town. We then introduce students to literary analysis through the science fiction novel *A Wrinkle in Time*. These skills are consolidated through studying key texts from the history of English Literature: Beowulf, Canterbury Tales, Shakespeare's plays and Homer's Odyssey.



Reading is prioritised at St Katherine's. Students in Year 7 have one library lesson a week and use the Accelerated Reader programme, an online personalised support system which guides students to books which will help them to develop their reading skills. Every student reads every day in DEAR and for twenty minutes as part of their homework. Students record this in their reading record, which they share with their tutor and their English teacher.

Ms Joanne Jefferson: [jeffersonj@skdrive.org](mailto:jeffersonj@skdrive.org)

## Geography

Year 7 geography lessons engage students to develop key geographical knowledge, understanding and skills. Students will learn how to use local OS maps to give grid reference locations, distances and directions. They will also use global maps to understand the impact of latitude on places. Lessons will explore both human and physical geography. Students will learn about global biomes, how we defend eroding coastlines, and population problems affecting countries across the globe. Lessons follow an enquiry approach to enable students to reach their own conclusions about an issue at the end of the topic.



Mr Alex McClean: [mcleana@skdrive.org](mailto:mcleana@skdrive.org)

## History



Year 7 history focuses on building a clear foundation of historical skills, chronology and interpretations for students. These are applied to the study of Anglo-Saxon and medieval history. Students will learn how Britain was governed, the power struggle between the church and the crown as well as the social history of ordinary people. Lessons will focus on an enquiry question and will allow students to utilise sources and interpretations to reach their own conclusions

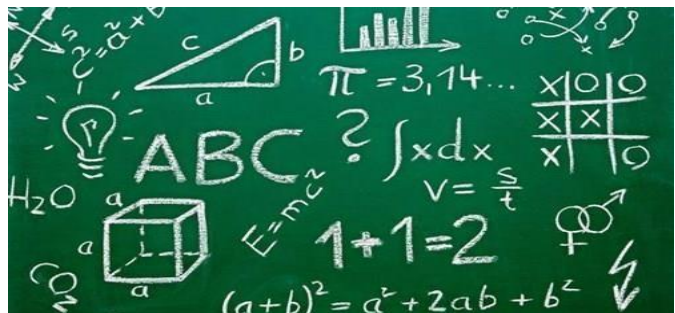
on the key issues affecting this historical period.

Mrs E Cavanagh: [cavanagh@skdrive.org](mailto:cavanagh@skdrive.org)

## Mathematics

In Year 7 we build on students' current maths experiences and try to allow students to have a successful and rewarding progress towards deeper understanding. We run a mastery curriculum based on the White Rose scheme of work.

Teaching maths for mastery is different because it offers all students access to the full maths curriculum. This inclusive approach, and its emphasis on promoting multiple



methods of solving a problem, builds self confidence and resilience. The students begin the year in classes that are initially set using primary school data to guide us. These sets are fluid and change depending on the individual student needs, they are constantly appraised. The class sizes at the top are typically 30 students tapering down to 15 students in the smallest group.

Students will start with number in the autumn term, moving onto data handling, algebra and geometry. They will be supported from level 3 to stretching at level 7. Throughout their work understanding, rather than rote learning, is encouraged and developed.

Miss R Daniels: [danielsr@skdrive.org](mailto:danielsr@skdrive.org)

### **Modern Foreign Languages (MFL)**

In Year 7 all students have the opportunity to study two languages, Spanish and French, over the first two terms. At the end of term two they will be assigned one language to continue with for the remainder of KS3 (and on to GCSE if they choose this). A number of factors will determine the language that a student will continue with; we will consider their preference as well as their progress in each language.

They learn to speak about themselves, their families and their interests, and how to use the language for real purposes of communication. Year 7 students are introduced to the basic language patterns and grammatical features which gives them an understanding of how the language works. They are also taught skills in order to better equip them throughout their language learning experience at St Katherine's, such as dictionary skills and pronunciation strategies.



The MFL department is committed to providing a variety of opportunities for enthusiastic and talented linguists at St Katherine's. We offer annual trips abroad to France and Spain for all students in Year 7 and Year 9. Students can go on a five day residential visit to Paris and Barcelona. Underpinning all of our trips is the aim that our students experience the culture and history of these vibrant cities, and use their language in a real context. We hold the European Day of Languages

on 26 September every year, and encourage all staff and students to try a different language as they greet each other.



The faculty runs a French club, a Spanish Club and a film club, showing foreign language films at lunchtimes for all students.

Mr Said Benchama: [benchamas@skdrive.org](mailto:benchamas@skdrive.org)

## Music

In Year 7 students begin exploring the elements of music through a series of practical activities designed to reinforce their understanding of the essential building blocks of music. These include pulse, rhythm, tempo, melody and harmony. They then move through a series of different topics which focus on different musical elements, while introducing them to a wide range of different styles and genres of music;



theme and variations, Gamelan, voices, ragtime and African music. All students have the opportunity to learn a musical instrument in school and to get involved in various co-curricular opportunities such as concerts, performing arts festivals and an enrichment choir. Students are also encouraged to participate in the annual whole school musical, either by singing in the chorus or by playing in the band/orchestra.

Mrs Abigail Adams: [adamsa@skdrive.org](mailto:adamsa@skdrive.org)

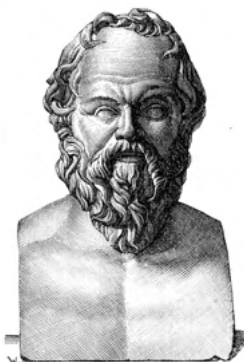
## Personal, Social and Health Education (PSHE)

Year 7 students have a one hour PSHE lesson every two weeks. These lessons are taught by qualified teachers in the Humanities Faculty and are rooted in the National PSHE framework. There are three broad themes that the PSHE curriculum is structured around: Health and Wellbeing, Relationships, and Living in the Wider World.

In Year 7 the students will cover the following topics: Transition to Secondary School; Mental Health and Wellbeing (including body image); Challenging Career Stereotypes and Raising Aspirations; Racism and Religious Discrimination; Bullying, cyber Bullying and Managing Conflict; Diet, Exercise and Health Choices; Saving, Spending and Budgeting and Ethical Financial Decisions.

Ms Jessica Huzzey: [huzzeyj@skdrive.org](mailto:huzzeyj@skdrive.org)

## Philosophy and Belief



Students of philosophy and belief will be given the opportunity to explore their own moral code and values as well as those of different religions during Year 7 lessons. They will be introduced to the concept of materialism and will be encouraged to reflect on what is important to them and Greek philosophical thinking. Examining spirituality and different belief systems will also be a central line of enquiry for Year 7 students in order to give them a broad understanding of different religions.

Mr Iain Murdoch: [murdochi@skdrive.org](mailto:murdochi@skdrive.org)

## Physical Education

In Year 7 we aim to give students a complete induction to our subject, building subject routines and developing the essential PE ingredients that students will need for all of their subsequent lessons. We spend the majority of Year 7 focusing on building confidence and competence across a range of activities. We want all students to find a deep-rooted engagement with PE, physical activity and school sport.

### What will PE lessons focus on?

We have six different focus areas and use these to categorise the work that we do in PE lessons. These focus areas cover three main domains; physical, social and cognitive.

### What activities will be covered?

Activities are always subject to access to facilities, weather and needs of any given teaching group. The information below is an outline of intended activities. Staff may well adapt the content of lessons using their professional judgement. Groups will rotate activities during school terms and will be informed about activity changes by their teachers.

MAP	AUTUMN TERM				SPRING TERM				SUMMER TERM			
	TERM 1		TERM 2		TERM 3		TERM 4		TERM 5		TERM 6	
	BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4	BLOCK 5	BLOCK 6	BLOCK 7	BLOCK 8	BLOCK 9	BLOCK 10	BLOCK 11	BLOCK 12
BOYS	Rugby		Rugby		Football		Football		Athletics		Athletics	
	Rackets		Multisports		Gymnastics		Basketball		Strike and Field		Adventure	
GIRLS	Netball		Netball		Rugby		Hockey		Athletics		Athletics	
	Gymnastics		Hockey		Rackets		Dance		Strike and field		Adventure	

### What else is on offer?

Physical Education lessons are one part of our faculty offer. We have a comprehensive range of co-curricular activities that focus on recreational physical activity and competitive school sport. We pride ourselves on the fact that there is always something happening in PE and we actively encourage everyone to come along and get involved. Our co-curricular timetable varies greatly and so more information will be available from PE teachers or form tutors.

Mr Dave Cook: [cookd@skdrive.org](mailto:cookd@skdrive.org)

### Science



In the first week at St Katherine's Year 7 students will sit a SATs paper to inform their teachers of their Key Stage 2 (KS2) knowledge. Following the first 'becoming a scientist' unit, students will sit a second SATs paper to see if there has been improvement.

**Becoming a scientist** - As students join us we will introduce them to working in a laboratory. We will let them explore various pieces of equipment and work on fine tuning their practical skills.

Following this, students will then rotate around the three sciences. These topics will build on the KS2 national curriculum. If you feel your child would benefit from some revision on KS2 science, please visit <https://www.bbc.co.uk/bitesize/subjects/z2pfb9q>.

Topics covered throughout Year 7 are as follows:-

YEAR 7 TOPICS		
Biology	Chemistry	Physics
Cells	Particles	Forces
Organ Systems	States of matter	Sound
Reproduction	Chemical Reactions	Light
	Acids and Alkalis	Space

As well as the in-class learning, there will be numerous co-curricular opportunities for students to take part in; including Science Club exclusively for Year 7, tea with a scientist and STEM family challenge.

Mrs Zoe Ivey: [iveyz@skdrive.org](mailto:iveyz@skdrive.org) and Miss Stephanie Pearce: [pearces@skdrive.org](mailto:pearces@skdrive.org)

## TERM DATES 2021/2022

<b>Term 1</b>	
Thursday 2 September 2021	INSET DAY
Friday 3 September	INSET DAY
Monday 6 September	Start of Term 1
Friday 1 October	INSET DAY
Friday 22 October	End of Term 1
<b>Term 2</b>	
Monday 1 November	INSET DAY
Tuesday 2 November	INSET DAY
Wednesday 3 November	Start of Term 2
Friday 17 December	End of Term 2
<b>Term 3</b>	
Tuesday 4 January 2022	INSET DAY
Wednesday 5 January	Start of Term 3
Friday 18 February	End of Term 3
<b>Term 4</b>	
Monday 28 February	INSET DAY
Tuesday 1 March	Start of Term 4
Friday 8 April	End of Term 4
<b>Term 5</b>	
Monday 25 April	Start of Term 5
Friday 27 May	End of Term 5
<b>Term 6</b>	
Monday 6 June	Start of Term 6
Friday 24 June	INSET DAY
Friday 22 July	End of Term 6

## Homework



In Year 7, we would expect students to be spending up to 1.5 hours each evening on homework although this may vary slightly. Students should aim to spend approximately 30 minutes on each homework task. All homework will be published on Class Charts. Students will need to submit homework online and also submit when they complete the homework.

### Top Tips

- Monitor Class Charts so that you know what homework has been set and when it is due.
- Make sure your child has a quiet, well-lit place to do homework
- Avoid distractions such as screens or places with distractions, such as people coming and going.
- Make sure the materials your child needs are available i.e. paper, pencils, dictionaries
- Help your child with time management. Establish a set time each day for doing homework. Do not let your child leave homework until just before bedtime. Help plan your child's homework schedule.
- Be positive about homework. Tell your child how important school is. The attitude you express about homework will be the attitude your child acquires.
- When your child asks for help, provide guidance, not answers. Giving answers means your child will not learn the material. Too much help teaches your child that when the going gets rough, someone will do the work for them.
- Stay informed. Talk with your child's teacher or tutor. Attend progress evenings.
- Reward progress in homework. Celebrate that success with a special event (e.g. pizza, a trip or link to pocket money).

### Homework Club

Homework Club is held in CR1 daily Monday to Friday at 12.20pm - 12.55pm.

## Progress, behaviour and attendance

Classroom teachers and tutors will consider Progress, Behaviour and Attendance when reporting (see below). All three are linked, particularly attendance and behaviour with progress. It is very important for you as the parent/carer to support your children to succeed in these three areas.

### **Progress Strategies**

- Identify areas where the student is not hitting targets and underachieving.
- Explore attitude and effort requirements in class and with homework.
- Explore specific issues in a specific class.
- Highlight any catch-up, study+ sessions or action to contact a teacher or faculty about such support.
- Explore revision skills and techniques, websites or resources for additional support.
- Explore time planning for revision or homework when at home. SMART targets - Specific, Measurable, Attainable, Relevant and Time-bound (deadline).
- Achieve a 3 or 4 for effort specific subject(s) in the next report. Discuss what does a 3 or 4 effort look like?
- Aim for a specific grade in the next assessment for specific subject(s). Discuss what needs to be done to achieve this grade? Give examples.
- Action to contact a subject teacher(s) - student and/or tutor.
- Attend specific catch-up or Study+ sessions for a specific lesson(s).
- Read a specific book by a certain date. Made a list of key words/word bank.
- Set up mentoring by or of another student.

### **Behaviour Strategies**

- Identify times of day, classes or areas where the student's behaviour is not satisfactory.
- Explore specific issues in a specific class and action to contact the subject teacher
- Highlight mentoring and counselling
- Explore expectations on students regarding behaviour
- Explore friendship groups

### **SMART targets** - Specific, Measurable, Attainable, Relevant and Time-bound (deadline)

- Achieve a 3 or 4 for effort specific subject(s) in the next report. Discuss what does a 3 or 4 effort look like?
- Identify a safe place for student to go at break and/or lunchtime, or places that they should stay away from
- Attend mentoring and/or counselling
- No behaviour incidents for a set time period
- Contact subject teacher to discuss or arrange meeting

### **Attendance strategies**

- Explore attendance and punctuality such as specific days and/or classes where student is late or not attending
- Explore specific link between attendance and progress
- Do you know what their attendance actually is?

- Do you know that 90% attendance means half a day of school is lost every week, which equals four weeks of lessons missed in a school year, half a year over five years of school. 17 days missed a year = 1 GCSE grade drop in achievement.
- Explore pressures on attendance such as home life, young carers, travelling etc.

**SMART targets** - Specific, Measurable, Attainable, Relevant and Time-bound (deadline)

- Use journals to record attendance and/or “lates”.
- Students to detail reasons for absence in journals, identify patterns etc. Parents/carers to use journals to record absence.
- No “lates” for a week
- No absence for rest of the term
- No “broken weeks” for a specific period of time

## **Student Leadership**

Our student leaders are integral to shaping the school development plan and helping make leadership decisions. Leadership is not a one-time event but should be discussed, modelled and reviewed on an ongoing basis throughout the year.

There are numerous ways that students can take on leadership roles, not least through our House System where each tutor group will have a tutor representative that will work alongside their Head of House to inspire and motivate staff and students to give their best for their House. Students also work alongside staff to provide leadership and direction on a number of projects that are important in our community. Whatever your child is passionate about, they will find a leadership opportunity to suit their skills and interests including environmental issues, peer mediation, anti bullying, equalities and diversity as well as many others.

Please encourage your children to get involved in as many leadership opportunities as possible.

### **Purpose**

- To develop students’ character, accountability and teamwork skills
- To offer a range of roles and responsibilities to a larger number of students
- To promote active citizenship and to deepen student engagement
- To promote student groups who have real influence in taking the school forward
- To develop dialogue between staff and students for the benefit of the whole school
- To contribute to whole school improvement



## **Clubs and Activities**

At St Katherine's School, we recognise that a good education should be about more than success in the classroom, important though that is. There are many clubs and societies within the school and innumerable co-curricular sporting, musical and dramatic opportunities: all students are encouraged to take part in the wider life of the school.

Most of our clubs meet during the lunch break or immediately after school. There are frequent school plays open to various age levels, and sports teams compete in rugby, netball, football, rounders, hockey, cricket, athletics and other sports. All these opportunities for individual students to develop their talents and to learn how to work with others.

## **Cultural Diversity**

St Katherine's School is proud to be an inclusive community of many different races and cultures. Governors and staff celebrate racial, cultural, sexual and religious diversity. We positively promote equality, challenge bullying and stereotypes and create an environment which champions respect for all. We believe that our diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit.

## **British Values**

The DfE have recently reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs'.

This should happen in the context of a wider (PSHE and Citizenship) provision through which schools should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working the locality of the school and to society more widely

- Enable students to acquire a broad general knowledge of and respect for the public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people; and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

## **St Katherine's Values**

St Katherine's School stands firmly on three pillars; **People, Community and Excellence**. We actively encourage everyone within our community to 'live and breathe' our values every day.

Our core values are; acceptance, respect, honesty, determination, equality, excellence, friendship, aspiration, resilience and responsibility.

### **Our Ready to Learn Expectations**

A St Katherine's student is Ready to Learn. They are expected to:

- Be respectful by listening and speaking politely
- Be responsible by arriving on time and fully equipped
- Be resilient by remaining on task and working hard
- In the classroom and around the school students must be respectful
- Treat everyone and everything with respect at all times
- Listen carefully and follow all staff instructions first time
- Listen when others are talking
- Put your hand up and avoid calling out
- Respect school property
- Speak appropriately with no bad language or prejudicial bullying language or behaviour
- Engage when being spoken to and never walk away
- Show good manners i.e. holding doors open for each other, greeting visitors politely
- Clear away after yourself
- Respect the needs of others
- Keep left in corridors and avoid contact
- Be responsible
- Have a positive attitude
- Be punctual
- Show kindness every day

- Arrive at class within 3 minutes of the bell
- Have all the required equipment
- Keep mobile phones and earphones out of sight during tutor, lessons and lesson changeover
- Walk around the site and run only on the courts or fields
- Eat and drink outside or in the canteen at break time and/or lunchtime
- Go to the toilet at break time and lunch time
- Put your litter in a bin
- Speak calmly to each other without shouting
- Wear all items of uniform correctly and with pride at all times
- Have a pass for incorrect uniform/items
- No involvement in serious incidents

### **Be resilient**

- Work hard to complete all work to the best of your ability
- Understand and accept your own strengths and weaknesses
- Develop problem solving skills
- Self control
- Set personal goals with realistic expectations
- Learn from your mistakes
- Be willing to overcome difficulties rather than avoid problems
- Be optimistic in your thinking
- Refuse to give in when facing a challenge or set back
- Be able to recognise your own emotions and those of others
- Develop social skills and the ability to seek assistance from others

### **Work with us to help your child be happy and successful at school**

### **Lost Property**

Lost property is located in the Student Support Office

- Students should report items which are missing to their tutor and provide details of when and where lost, list of items etc
- Items found of high value (such as mobile phones or jewellery) should be delivered to Reception
- Any items clearly labelled will be reunited with their owners as soon as possible
- Students can collect lost property before school, during break, lunchtimes and after school from lost property (Student Support Office)
- Please encourage students to come to lost property at those times ONLY
- All unnamed lost property will be displayed at the end of each half term and if the item is not claimed it will be sold or given to charity

## **Privacy Notice - How we use pupil information**

Cathedral Schools Trust and each school within the Trust has certain obligations as a data controller of personal information. A new data privacy law was introduced in the UK from 25 May 2018. As a result, we are publishing a new Privacy Notice to make it easier for you to find out how we use and protect your information. We will not be changing the ways we use your personal information, but the new notice will provide you with additional details.

### **The categories of pupil information that we collect, hold and share include:**

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information
- Relevant medical information
- Special educational needs information
- Exclusions/behavioural information
- Biometrics (Parentpay)
- CCTV
- Post 16 learning information

### **Why do we collect and use pupil information?**

We use the pupil data:

- To support pupil learning
- To monitor and report on pupil progress
- To provide appropriate pastoral care
- To assess the quality of our services
- To comply with the law regarding data sharing

### **The lawful basis on which we use this information**

We collect and use pupil information under Section 537A of the Education Act 1996, Section 83 of the children Act 1989 and The EU General Data Protection Regulation 2016/679 (GDPR) including Article 6 'Lawfulness of Processing' and Article 9 'Processing of special categories of personal data'.

<http://www.gov.uk/education/data-collection-and-cencuses-for-schools>

### **Collecting pupil information**

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulations, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

### **Storing pupil data**

We hold pupil data for the time specified in the Trust's data retention policy.

### **Who do we share pupil information with?**

We routinely share pupil information with:

- Schools that the pupil's attend after leaving us
- Cathedral Schools Trust
- Our local authority
- The Department for Education (DfE)
- SIMS
- Classcharts
- GL Assessments (NGRTs and SEN Assessments)
- Lexia (SEN Resource)
- First Response
- NHS
- Parents' Evening System
- SISRA (Progress analysis)
- PiXL (Progress analysis)
- Groupcall Analytics (Academy Trust analytics system)
- Parentpay (Parental payment portal)
- Civica (Cashless till system)
- Colorfoto (School Photographer)
- Aspens (Catering)
- Independent careers advisors
- FutureQuest (Careers advisors)
- Options (GCSE and A level option choices)
- Exam Boards (AQA, OCR, Edexcel, BTEC, Pearson and Eduqas, ESB)
- Required information such as dietary needs are provided only when necessary for residential trips
- Other teaching resources where limited information is disclosed, such as name and class

### **Aged 14+ qualifications**

For pupils enrolling for post 14 qualifications, the Learning Records Service will give us a pupil's unique learner number (ULN) and may also give us details about the pupil's learning or qualifications.

### **Why we share pupil information**

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with the DfE under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

### **Data Collection requirements**

To find out more about the data collection requirements placed on us by the DfE (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-the-censuses-for-schools>

## **Youth Support Services**

### **What is different about pupils aged 13+?**

Once our pupils reach the age of 13, we also pass pupil information to our local authority and/or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under Section 507B of the Education Act 1996.

This enables them to provide services as follows:-

- Youth support services
- Careers advisers

A parent/guardian can request that **only** their child's name, address and date of birth is passed to their local authority or provider of youth support services by informing [school@skdrive.org](mailto:school@skdrive.org)

This right is transferred to the child/pupil once he/she reaches the age of 16.

### **Our pupils aged 16+**

We will also share certain information about pupils aged 16+ with our local authority and/or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under Section 507B of the Education Act 1996.

This enables them to provide services as follows:

- Post-16 education and training providers
- Youth support services
- Careers advisors

For more information about services for young people, please visit our local authority website.

### **The National Pupil Database (NPD)**

The NPD is owned and managed by the Department of Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the pupil information we share with the department, for the purpose of data collections, go to:

<https://www.gov.uk/education/data-collection-and-the-censuses-for-schools>.

To find out more about the NPD, go to:

<https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>

The Department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- Conducting research or analysis
- Producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- Who is requesting the data
- The purpose for which it is required
- The level and sensitivity of data requested, and
- The arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the Department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the Department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>



## **Requesting access to your personal data**

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact [school@skdrive.org](mailto:school@skdrive.org).

You also have the right to:

- Object to processing of personal data that is likely to cause, or is causing, damage or distress;
- Prevent processing for the purpose of direct marketing;
- Object to decisions being taken by automated means;
- In certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- Claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>

## **Contact**

If you would like to discuss anything in this privacy notice, please contact: [school@skdrive.org](mailto:school@skdrive.org)

# School Map

