

Debenham High School



2023-24

Name:

Form:

Form Tutor:

Head of Year:

House:

Locker Number:

“Treat others as you would like to be treated”

Place your timetable here

About your log book

This log book has been specially designed to help you to:

- **Plan your Work**
- **Manage your Time**
- **Record your Achievements**
- **Review your Progress**
- **Set Targets for Improvements**

**It is also an important means of communication
between your parent/carer and the school.**

You must:

- Have your log book open on correct week, out on your desk in every lesson
- Write your homework in carefully at the time that it is set
- Ask for help if you are not sure what you have to do
- Check homework off as you do it
- Keep a record of your achievements both in and out of school
- Show your log book at home every week and ask your parent/carer to sign it.

**IT IS YOUR RESPONSIBILITY TO USE THE LOG BOOK CORRECTLY AND
KEEP IT WELL PRESENTED. FAILURE TO DO SO WILL RESULT IN YOU
HAVING TO PAY £2.50 FOR A NEW ONE!**

Classroom Expectation

- **At the start of the lesson it is your responsibility to:**
 - arrive on time to your lesson
 - enter the room sensibly; quietly wait for the lesson to begin
 - have the correct equipment
 - For **every** lesson you are expected to have: pen, pencil, eraser, ruler, calculator, pocket English dictionary
 - For some lessons: coloured pencils/pens, geometry equipment, foreign language dictionary, other appropriate materials (e.g. food and design technology lessons)
 - have your log book open and out on your desk
 - listen carefully and follow instructions
 - remain silent whilst the register is taken.
-
- **During the lesson it is your responsibility to:**
 - sit in your seat as instructed by your teacher - your teacher will decide on seating arrangements and groupings for different activities
 - work cooperatively with others
 - always work to the best of your ability
 - listen to whoever is speaking without interrupting
 - ask appropriately for help when needed
 - challenge yourself and aim high
-
- **At the end of the lesson it is your responsibility to:**
 - reflect and review what you have learned
 - make a note of homework
 - pack away on the instruction of the teacher
 - wait quietly to be dismissed by the teacher
 - leave the room neat and tidy
 - put chairs on the table at the end of the day.

Home-School Agreement

Debenham High School is committed to providing a top quality education for pupils of all abilities in a caring, challenging, supportive and attractive environment in which all members of the community are valued and where Christian moral values are encouraged. To best achieve these ends parents/carers, pupils and the school need to work together. This agreement, signed by parents/carers, pupils and the headteacher, demonstrates how parents/carers can assist the school to help their child to achieve his or her potential.

Debenham High School will:

- provide a safe, well-ordered, caring and stimulating environment for learning regardless of differences of race, disability, sexuality, gender, culture or religion
- provide a broad, balanced curriculum appropriate to the needs of individual students and setting high expectations for all
- provide a range of extra activities and opportunities beyond the classroom and encourage students to take part in these
- provide well-qualified teachers who set and require high standards of work and behaviour
- set, mark and monitor homework in line with the school's homework policy and provide facilities for students to do homework at school
- provide detailed information on pupils' progress through reports and consultations
- keep parents/carers informed about school activities via letters, regular newsletters and our website
- deal with any issues raised by parents/carers or pupils sensitively, thoroughly, fairly and quickly.

Signed



(Headteacher)

Date 5.9.2023

As Parent/Carer I will:

- see that my child attends school regularly, on time, properly equipped and in the correct uniform
- support the school rules and staff to ensure that my child behaves appropriately to all members of the school community regardless of differences of race, disability, sexuality, gender, culture or religion
- give encouragement to my child to take a full part in school life
- support my child by reading the school Log Book regularly and signing it weekly
- attend progress evenings and discussion about my child's progress
- informing the school, on the first day of absence, if my child is unable to attend school for any reason and avoid taking family holidays during term time
- ensure that the school is aware of any issues affecting my child's education.

Signed

(Parent/carers)

Date

As student I will:

- be polite and helpful to all members of the school community regardless of differences of race, disability, sexuality, gender, culture or religion, and being a good ambassador on visits out of school
- attend school and lessons regularly, on time and properly dressed in school uniform
- complete work (including homework) to the best of my ability
- behave properly and responsibly at all times
- remember to bring all equipment needed for each day
- use the school log book properly and ask my parent/carers to sign it weekly
- be an active and creditable member of the school community.

Signed

(Student)

Date

Contacting us

The school welcomes contact with parents/carers and sees this as an essential tool in extending the partnership between home and school.

The school Log Book is used to send messages home from school; from subject teachers as well as from other members of staff.

Please use the Log Book to send messages to school concerning your daughter/son.

In the first instance contact with the school should always be made through the Form Tutor. The Form Tutor will be able to deal with most issues, whether pastoral or academic. Where this is not possible the Form Tutor will find the right person to help you and ask him/her to contact you.

If you have any major concerns please feel free to ask to speak to the Head of Year or a member of the Senior Leadership Team.

If parents/carers arrive without an appointment it may not be possible for them to be seen by the preferred member of staff.

For questions about:

- Absence Notification
- School Uniform
- Free School Meals
- Transport to School

Please contact the school reception (reception@debenhamhigh.co.uk) who will be able to help or will put you in contact with the correct person.

The school website holds most school information. Details of future events are displayed here as well as emergency procedures such as school closure.

Our Aims and Values

To provide a happy and caring environment in which to learn and work where each member of the school community is personally valued and where pupils are able to develop self-respect and self-control.

To challenge all pupils to the full realisation of their talents/potential.

To enable pupils, through a demanding, broad and balanced curriculum, to achieve as high a level of success as possible in public examinations.

To help pupils acquire attitudes and skills relevant to their adult and working life especially those related to independent thinking, and be able to adapt confidently to a changing society.

To develop physical and social skills, an aesthetic appreciation and an understanding of health, hygiene and environmental issues.

To encourage moral and Christian values consistent with a Church of England School.

To engender respect for and tolerance of others - regardless of differences of race, disability, sexuality, gender, culture or religion.

To encourage pupils to work together and participate fully in the life of the school and the wider community.

To help develop an understanding of the world in which we live, the interdependence of individuals, groups and nations and an appreciation of human achievement and aspirations.

School Prayer

Lord, as we learn and work together in the family of this school, may we remember the example of Jesus and treat others as we would like to be treated – with respect and kindness. May we strive to achieve our best in whatever we try to do and we ask that your guiding grace helps protect us and steer us through all our challenges and problems.

Through Jesus Christ, Our Lord,

Our Expectations

Students are expected to:

Stay on the school site at all times

You can only leave if you have written parental permission AND approval from a member of the Senior Leadership Team AND are signed out at the office as you leave and signed in when you return.

Have your Log Book

You must have your log book in every lesson and it should be signed each week by your Parent/Carer and your Form Tutor.

Eat in the appropriate places

All students may eat pack lunches in the Dining Hall, the Hall or in the Covered Way.

Never chew gum.

Wear correct school uniform

In case of difficulty students will wear plimsolls and be allowed to borrow a jumper or tie. If this is not possible a pass must be obtained from the appropriate Head of Year and carried at all times, ready for inspection by any teacher. See full uniform expectations for specific detail with regard to uniform and jewellery.

Be responsible for your own property

Ensure any valuable items (eg mobile phones, cameras, iPods and any other mobile devices) are locked away in a school locker. The school accepts no responsibility for their loss and would strongly advise students not to bring them on site as lockers are not 100% secure. Mobile phones and camera phones must not be used on the school site. Any that are used at school will be confiscated.

Act responsibly

It is forbidden to bring aerosols, alcohol, cigarettes, tobacco, drugs or weaponry onto the school site.

Rights and Responsibilities

The school council and a group of senior staff devised this list of shared Rights and Responsibilities which applies to ALL members of the school community

- To be able to teach and learn
- To be an active participant in education and training
- To be treated with respect and fairness
- To be able to realise one's potential
- To listen and be listened to
- To be able to express a point of view in a suitable way at an appropriate time
- To have equality of opportunity
- To be able to contribute to the community and receive support from it
- To be in a safe, clean and respected environment
- To ensure these values apply to all members of the school community

This is sometimes abbreviated to:

'Treat others as you would like to be treated'

Assemblies

Assemblies are an important part of our week. They are an opportunity for us to be together as a community and to share our Christian values, our success and support each other. Each week you will have an assembly in your year group and as Upper or Lower school. On the other days you will take part in other activities as a tutor group to support each other and your learning

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Year Assembly (Drama Studio)	Log book check Reflective learning Reading	Tutor led	Lower school Assembly	House quiz
Year 8	Year Assembly (Hall)	Log book check Reflective learning Reading	Tutor led	Lower school Assembly	House quiz
Year 9	Log book check Reflective learning Reading	Tutor Led	Year Assembly (Drama Studio)	Lower school Assembly	House quiz
Year 10	Tutor led	Upper School Assembly	Log book check Reflective learning Reading	Year Assembly (Drama Studio)	House quiz
Year 11	Log book check Reflective learning Reading	Upper School Assembly	Year Assembly (Hall)	Tutor led	House quiz

Student Leaders 2023-24

Head Girl

Emily Hall

Head Boy

Daniel Taylor

Deputy Head Girl

Nia Feeney-Howells

Deputy Head Boy

Noah Besley

Senior Prefects

Rocco Goduti

Mollie Simpson

Oliver Leech

Maisie Harrison

Jude Nightingale

Sofiia Hrushanska

Houses @ Debenham High School

At Debenham High School there are five houses. Each house is made up of a tutor group from each year group. House Captains co-ordinate a variety of events throughout the year that pit the houses against each other in friendly competition. This includes sporting events, a weekly quiz and some subject themed challenges. Students will also be awarded house points for academic achievements, such as how well they perform in Milestone Assessments. Any commendations that are awarded to pupils for good work, also count towards the overall score for each House. The winning House at the end of each half term will have a House Breakfast as a reward and there will also be a House trophy for the House who have the highest total at the end of the academic year. The overarching aim of the House system at Debenham is:

To facilitate more mixing between the different year groups, increase community spirit, boost student achievement and confidence, encourage more students to get involved in competitions, and develop leadership opportunities for students in KS3 and KS4.

The five houses are:

Austen (Purple), Curie (Green), Da Vinci (White), Nelson (Blue) and Owens (Gold).

Austen House

Jane Austen was an English novelist whose works of romantic fiction set among the gentry, has earned her a place as one of the most widely read and most beloved writers in English literature. English novelist Jane Austen (1775–1817) wrote about unremarkable people in unremarkable situations of everyday life, and yet she shaped such material into remarkable works of art. Her six major novels are: *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, *Northanger Abbey*, and *Persuasion*.



Curie House

Marie Curie was a physicist and chemist of Polish upbringing and subsequent French citizenship. She was a pioneer in the field of radioactivity and the first person honoured with two Nobel Prizes - in physics and chemistry. Marie Curie is remembered for her discovery of radium and polonium, and her huge contribution to finding treatments for cancer.



Da Vinci House

Leonardo da Vinci was an Italian polymath (a person whose expertise spans a significant number of different subject areas). He was a painter, sculptor, architect, musician, scientist, mathematician, engineer, inventor, anatomist, geologist, cartographer, botanist and writer. He is widely considered to be one of the greatest painters of all time and perhaps the most diversely talented person to have ever lived.



Nelson House

Nelson's naval career began when he was only 12 years old and ended with his death at Trafalgar on 21 October 1805. Nelson became the most popular British hero of his time for his naval victories against France. Horatio Nelson, 1st Viscount Nelson, was a British flag officer in the Royal Navy. He was noted for his inspirational leadership, grasp of strategy, and unconventional tactics, which together resulted in a number of decisive British naval victories, particularly during the Napoleonic Wars.



Owens House

Jesse Owens was an American track and field athlete. He participated in 1936 Summer Olympics in Berlin, Germany, where he achieved international fame by winning four gold medals. He was recognised in his lifetime as "perhaps the greatest and most famous athlete in track and field history. Throughout his life, he worked with youths, sharing of himself and the little material wealth that he had. In this way, Jesse Owens was equally the champion on the playground of the poorest neighbourhoods as he was on the oval of the Olympic Games.



My house is: _____

House Captains

Austen

- Betty Burrows
- Ruby Demicoli-Keeling
- Bailey Burrowes
- Harrison Few

Curie

- Levi Pooley
- Izzy Checketts
- Dylan Stretch
- Izzy Rolfe

Da Vinci

- Katie Sparrow
- Roman Ainge
- Rocco Goduti
- Imogen Porch

Nelson

- Megan Langley
- George West
- Freddie Foyster
- Sophie Daynes

Owens

- Oliver Leech
- Zac Newman
- Darcey Green
- James Coton

Behaviour

We expect high standards of behaviour in and around school. You represent the school during your journey to and from school and whilst attending school trips and visits.

There are common rights to everyone in school. They are:

- to be listened to
- to be safe and secure in a happy and caring environment
- to be challenged and to learn, having the confidence to ask for help and the knowledge that mistakes can be a valuable part of the process
- to be respected and valued regardless of differences of race, disability, sexuality, gender, culture or religion.

These rights apply to all members of the school community; pupils, parents/carers, teaching and support staff.

We aim to:

- encourage positive behaviour rather than punish negative behaviour;
- distinguish clearly between appropriate and inappropriate behaviour;
- promote consistency of action and response to which all members of the school community are committed.

We promote consistency of action and use the “4 W’s”:

1. What happened or what did you do?
2. Why was your behaviour inappropriate?
3. What is your explanation?
4. What can you do to put things right and how can I help you?

We promote consistency of response by using a staged approach. However, these are guidelines and are not a fixed framework.

	Behaviour	Response
Stage 1	Minor disruptions eg fiddling, annoying others	Teacher-led response in classroom
Stage 2	Continuing minor problems that do not respond to stage 1 interventions	Parent/Carer informed
Stage 3	Further disruption of increasing seriousness, eg poor attitude, rude, unresponsive	Invite parent/carer to school to discuss problem. Set up Behaviour Support Plan. Head of Year involvement.
Stage 4	Serious misbehaviour, eg intimidation, bullying, vandalism, racism, defiance of staff	Invite parent/carer to school to discuss problem with Senior Teacher or Headteacher. Set up revised Behaviour Support Plan. Involvement of outside agencies.
Stage 5	Serious violation of school rules, eg verbal abuse towards teacher, violence, substance abuse, no response to stage 4 interventions	Short term exclusion
Stage 6	A third offence at stage 5 after 2 fixed-term exclusions or any very serious offence breaking school rules	Permanent exclusion

Dealing with Inappropriate Behaviour

It is the responsibility of all staff to tackle students who do not comply with the school's Common Principles of Behaviour and Expectations.

These are some examples of the sanctions that may be used (for full reference please see our Positive Management of Behaviour Policy on the school website):

These are some examples of the sanctions that may be used:

Concern	Staff Actions	Form Tutor response	Pastoral Response	SLT Response
No Log Book	Report to Form Tutor. Form Tutor issues temporary Log Book page. Form Tutor checks student has Log Book for the rest of the week.	Form Tutor passes names to Head of Year if offence repeated. Break-time detention set by Form Tutor.	HofY writes home where appropriate in persistent cases. Lunchtime detention. Refer to SLT.	Contact Parent/ Carer. After-School detention given.
Mobile Phones	Phone is confiscated and handed in to front office and detention given	Note in log book	If phone is confiscated for a subsequent time, parents will be asked to come into school to collect the phone.	Contact Parent/ Carer.
Low level, Inappropriate behaviour at break/lunch time	Report to duty lead or HoY	Form Tutor may form part of the restorative discussion.	Sanction applied, HoY contacts home where appropriate.	Contact Parent/ Carer. Sanction applied
Uniform incorrectly worn	Always comment and wait for adjustment to be made to uniform.	Check Uniform. Uniform Report set by HoY if repeated offence.	2 crosses on Uniform Report = lunchtime detention. Parent/Carer informed via telephone or letter.	Lunchtime/After-School detention. Parent/Carer contacted. Where students do not have correct uniform alternatives are sought. Isolation may be used if the issue is unresolved.
Incorrect Uniform e.g. incorrect shoes	Student given time to remedy the issue.	Alternative uniform made available where possible.	After two infringements, placed in school detention if issue	Escalation to After School then Isolation if continued defiance of staff

		Parents informed and asked to address the issue	not remedied and parents informed.	
Smoking (inc. Vaping)	Report to SLT			Fixed Term exclusion if the smoking is on the school site.
Truancy during the school day	Report to SLT			School Detention Parent/Carer contacted
Defiance/ verbal abuse or gestures to a member of staff	Report to SLT			Parent/Carer always informed or invited in to discuss; sanctions could include exclusion.
Persistently ignore school rules	Report to SLT			Parent/Carer always informed by member of the SLT. A range of sanctions to be applied depending on the offence.
Violence to other students	Staff deal with the issue and pass onto HoY		HoY applies appropriate sanction	Isolation or exclusion dependant on severity of violence

In extreme cases, if an after-school detention has been issued and there has been little improvement, the Head of Year and SLT will put the student into isolation in school for a day. Likewise, violence towards another pupil will in most cases result in isolation within school or fixed term exclusion, depending on the severity of the incident. Parents/Carers will always be informed. Continued disruptive behaviour and failure to keep school rules could lead to a fixed term exclusion.

After two fixed term exclusions the governors disciplinary panel will formally meet with the student and parents/carers along with a member of the SLT. This meeting will make clear future expectations of behaviour.

Any student who incurs a third fixed term exclusion will be permanently excluded.

PE kit

All PE kit worn (other than shoes) must be school specific items. Compulsory items of PE uniform are:

- polo shirt and/or reversible long sleeved sports shirt
- shorts or skort
- DHS socks (students may wear plain white socks in Year 10&11)
- training shoes

Optional items of PE uniform are:

- school supplied & logo'd –
 - tracksuit top and bottoms
 - Sports leggings (can be bought from other suppliers but must be of good quality and plain black with no logos)
 - school logo'd fleece
- Base Layers
- Football boots are strongly recommended for use in wet and muddy weather
- For all rugby and hockey lessons, the wearing of a mouth guard is strongly recommended.

We strongly recommend, where there is an option, that all PE kit is named. Named items of uniform must be surname only, no abbreviations or nicknames.

Please note that **NO** jewellery may be worn during PE lessons for health and safety reasons.

ALL items of clothing and belongings **MUST** be clearly labelled with the pupil's name. Any unidentified clothing found in the school will be returned to lost property and held for a term. Parents who have difficulty financing school uniform are invited to contact the Head of Year, in confidence, for assistance.

Mobile phone and smart devices

Students are discouraged from bringing any mobile phones or other electrical equipment including smart watches to school. Smart watches must not be worn. The school recognises that some parents/carers, for reasons of safety, may wish their daughter or son to bring a mobile phone to school. Any device remains the responsibility of the student and the school cannot be held liable for any loss, breakage or theft.

If students and parents/carers chose to bring any such device to school the following expectations will be enforced. All mobile phones, smart watches or other electrical equipment must be kept switched off and out of sight at all times on the school premises. Any use of phones or other devices for communication are prohibited – this includes making or receiving calls/ text messages / photographs / videos; listening to music; using as a calculator / conversion software; and checking the time.

In case of emergency, or where there is a particular need, students should ask at the front office to use a phone.

If a student is seen with a device at school it will be confiscated and a school detention will be issued. Multiple offences will result in parents being asked to come to school to collect the device.

ESSENTIAL characteristics of the best learners

There are key questions that students who make the most progress ask themselves. If you can answer yes to all these questions then you will be learning effectively.

E **vidence of progress**
Am I aware of what I am learning, not just what I am doing?
Have I made progress today?
Do I know how my learning today fits into the bigger picture for this subject?

S **tandards**
Did I arrive on time?
Am I in the correct uniform?
Do I have all the equipment I need for the lesson?

S **ustained pace**
Have I stayed focused on the tasks?
Have I moved quickly between different task?
Have I worked well with others, helping us all to learn?

E **ffective questions**
Have I been able to answer questions about what I am learning today?
Can I ask questions which give me an even deeper understanding?

N **ew learning**
Could I explain to a visitor to the lesson what I have learnt today?
Have I helped others to learn through my involvement today?
Have I worked in different ways and with different people effectively?

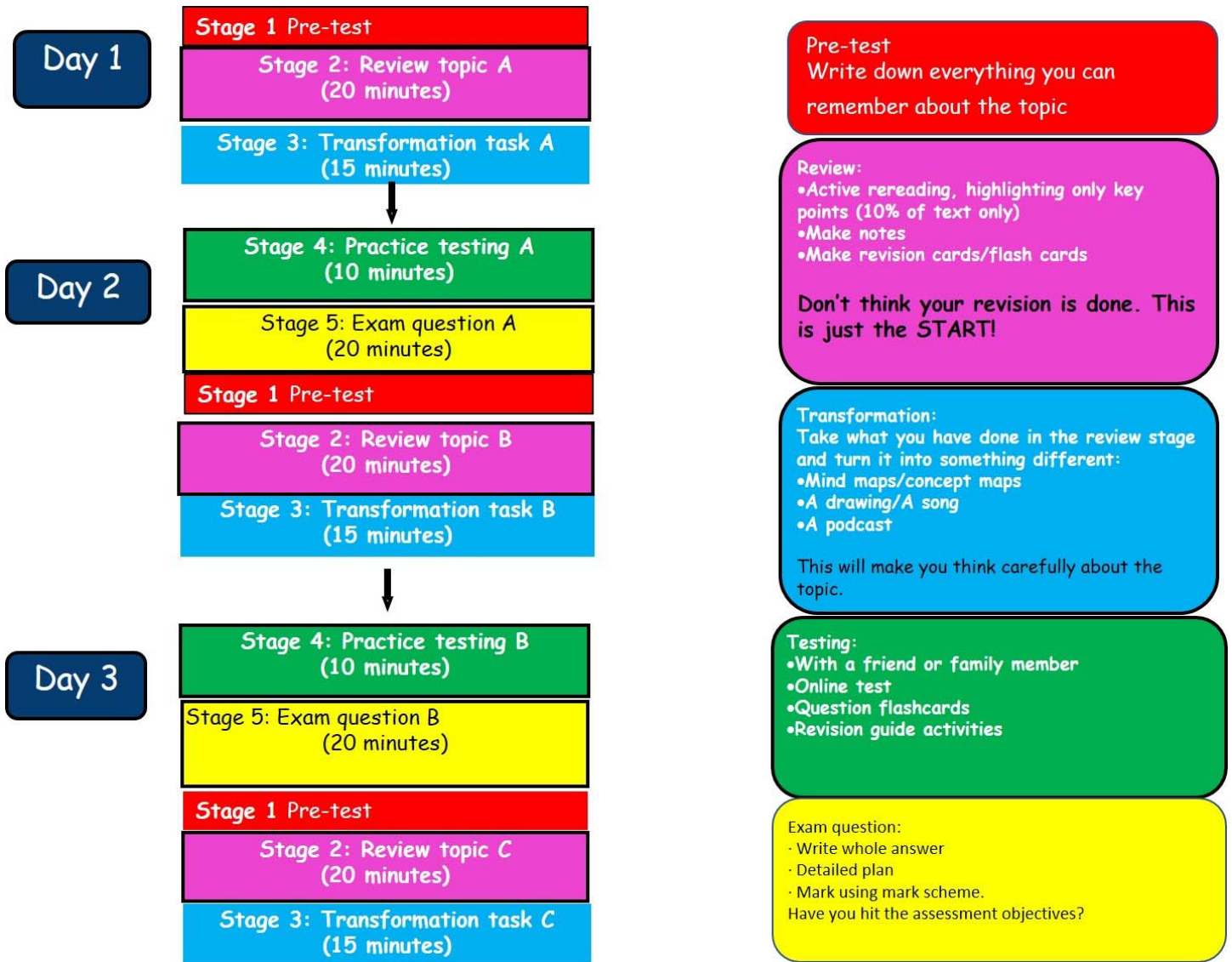
T **ake responsibility**
Have I taken responsibility for my behaviour?
Have I been polite and cooperative?
Have I been respectful to the thoughts and opinions of others?

I **ndependence**
Have I worked on my own? Have I collaborated effectively with others?
Have I persevered when I have found the work challenging?
Have I stopped to ask, either my peers or the teacher, when I don't understand?

A **ssessment**
Do I know how well I have done today?
Do I know what has been expected of me?

L **iteracy and numeracy**
Have I considered how I am writing today, not just what I am writing?
Have I used discussion to share my ideas before writing? Have I checked for accuracy in my writing?
Have I developed my numeracy skills?

The Four Stages of Revision



Report Grade Descriptors

In your interim reports your teachers will grade your learning behaviour to ensure that we differentiate between those students who are coasting and those who are taking responsibility for their own learning. These are the characteristics of each grade:

	5	4	3	2	1
Approach to Learning	Unsatisfactory. Not invested in learning. Little engagement in lessons. Behaviour can hinder the engagement and learning of self and others. Rarely interacts positively with staff and students. Rarely equipped to learn.	Inconsistent. Passive learner. Only meets challenge when directed. Sometimes interacts positively with staff and students. Not always equipped to learn.	Meeting minimum expectations. Reactive learner. Interacts positively with staff and students. Usually well equipped for learning.	Good. Behaviour enhances their own and others' learning. Always interacts positively with staff and students. Consistently well equipped for learning.	Excellent. Behaviour enhances their own and others' learning. Engages fully in lessons. A fully proactive learner inside and outside of lessons. Always interacts positively with staff and students. Demonstrates curiosity. Always fully equipped for learning.
Academic Progress	Progress is giving significant cause for concern.	Progress is inconsistent/below expectation.	Progress is usually meeting minimum expectations.	Progress is good and usually in line with or above expectation.	Progress is exceptional/exceeding expectation.
Classwork	Concern. Rarely attempts to overcome challenges and is unconcerned with making progress. Does not take pride in classwork. Does not attempt classwork to teacher expectation.	Inconsistent. Does not always make the most of the range of learning opportunities provided. Rarely takes pride in classwork. Classwork is rarely completed to teacher expectation.	Meets minimum expectations in terms of engagement with learning tasks. Embraces challenge when suits interest. Can produce classwork to teacher expectation but this is not sustained.	Good. Responds positively to the learning opportunities provided. Embraces challenges. Takes responsibility for their learning. Takes pride in their classwork and consistently produces work to teacher expectation.	Excellent. Takes responsibility for their learning, responds to feedback and shows determination to make progress. Embraces challenge. Classwork is completed to an excellent standard to teacher expectation. Classwork reflects an excellent work ethic.
Homework	Rarely completes homework to deadline and/or teacher expectation and does not take opportunities to improve.	Does not consistently complete tasks and / or often misses deadlines.	Completes homework to minimum expectation. Meets deadlines.	Good. Consistently produces good quality homework to teacher expectation which is handed in on time.	Excellent. Consistently completes superb quality homework within the deadlines set and to teacher expectation. Is an independent learner. Reads around the subject.

Assessment @ Debenham High School

We use a common grading system across the whole school. This was implemented alongside the new GCSE grading of 1 to 9. Through one common system we hope that student progression is clear and tracked.

YEAR 7, 8 AND 9

In Year 7, 8 and 9 we report a Current Attainment Grade. This is the level at which a student is working at the time of reporting. This will be based on a range of teacher assessments, which may include tests, formal pieces of work, classwork and homework.

Each student will also have Goal Grade in each subject. This is the minimum grade that they should aim to achieve at the end of Year 9.

There are three sub-divisions to show progression through each level:

'E' (Embedded) means working at the top end of the level

'S' means securely working at the level

'J' means just into the level.

So a student who achieved a Grade 3E is working at the top of this grade, close to progressing to a Grade 4.

The table (right) shows the progression in the grades and the approximate spread of grades for each year group (the darkest shading being the average attainment for where a student would be at the end of that year group at Debenham High School).

KS4

In Years 10 and 11 we report expected grade ie. The grade we expect students to achieve at the end of Year 11. These are reported as whole grades only on the 1-9 scale.

Current Year 11 students will continue to have a few A*- G grades in the DT subjects and in Media Studies. All other subjects will be grades 9 to 1.

End of Year 7	End of Year 8	End of Year 9
W1j	W1j	W1j
W1s	W1s	W1s
W1e	W1e	W1e
W2j	W2j	W2j
W2s	W2s	W2s
W2e	W2e	W2e
W3j	W3j	W3j
W3s	W3s	W3s
W3e	W3e	W3e
1j	1j	1j
1s	1s	1s
1e	1e	1e
2j	2j	2j
2s	2s	2s
2e	2e	2e
3j	3j	3j
3s	3s	3s
3e	3e	3e
4j	4j	4j
4s	4s	4s
4e	4e	4e
5j	5j	5j
5s	5s	5s
5e	5e	5e
6j	6j	6j
6s	6s	6s
6e	6e	6e
7j	7j	7j
7s	7s	7s
7e	7e	7e
8j	8j	8j
8s	8s	8s
8e	8e	8e
9j	9j	9j
9s	9s	9s

Literacy skills

When marking your work all staff will use this framework for giving you feedback on literacy. Teachers across all subjects will use the same code to highlight your mistakes.

You should take time to make corrections of your mistakes and consider how you will make improvements next time.

○ Put an extra full stop in this line where needed.

// You need a new paragraph here.

Cp You need to sort capital letters out in this line by either putting them in where needed or taking them out where not needed.

Sp Practise this spelling by writing it out four times using the:
Look
Say
Cover
Write
Check method

h You have used the wrong version of a homophone. Practice using the right version by writing four sentences with it.

^ You have missed out a word here.

_____ This bit needs rewriting to make it flow more smoothly.

Pn Punctuation needs reviewing in this line eg commas, apostrophes.

T You need to check your work for correct tense.

Wordbank

Below are some words which are frequently misspelt. There is a blank space for you to add words that you often get wrong.

accidentally	catalogue	efficient	interesting	privilege	skilful
almost	cemetery	embarrassment	jewellery	probably	solution
anthology	centre	emotion	knowledge	profession	straight
anticipate	commitment	environment	minute	pronunciation	strength
apartment	completely	estimate	notice	properly	success
appeared	concentration	eventually	occasion	quarrel	suggestion
appetite	condition	evidence	opportunity	receive	summary
approximately	conscience	existence	original	recommend	surprise
argument	criticise	experience	parallel	reliable	suspense
arrogant	dangerous	foreign	parliament	religious	suspicious
atmosphere	deceive	friend	participation	resistance	technology
audience	decision	glimpse	pattern	resources	through
available	definitely	government	percentage	responsible	tomorrow
average	descend	happened	picture	reveal	unpleasant
beautiful	disappear	horrified	politician	revolution	until
beginning	disappointed	impatient	position	rhyme	Wednesday
benefit	disease	inaccurate	possession	rhythm	weight
board	disguise	independent	precious	sentence	whisper
business	eager	instalment	prejudice	separate	writer
calendar	eerie		preparation	simile	

There are some common words that sound the same but that have different meanings (homophones). Be careful that you are using the correct one

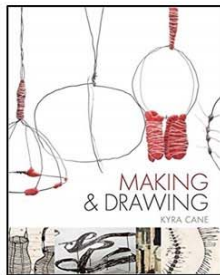
aloud/allowed	great/grate	made/maid	right/write	<i>Some even have three similar sounding words...</i>
are/our	hair/hare	main/mane	scene/seen	
beach/beechn	heard/herd	meet/meat	see/sea	
bean/been	here/hear	might/mite	stair/stare	
blue/blew	him/hymn	morning/mourning	steel/steal	by/bye/buy
board/bored	hole/whole	new/knew	sum/some	rein/rain/reign
break/brake	hour/our	not/knot	sun/son	rode/road/rowed
cell/sell	in/inn	pain/pane	tail/tale	
cereal/serial	key/quay	peace/piece	through/threw	sent/scent/cent
dear/deer	knight/night	place/plaice	vain/vein	sew/so/sow
fate/fete	know/no	plane/plain	waist/waste	their/they're/the
flour/flower	leak/leek	read/reed	week/weak	re
				too/two/to
				you/ewe/yew

Words that I need to think about

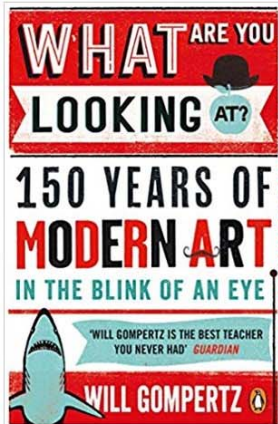
If you're interested in

ART and DESIGN

read...

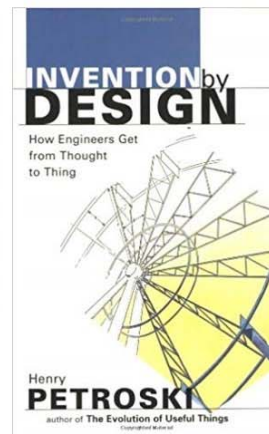
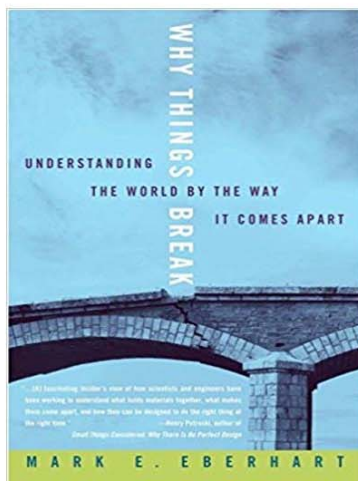


Lavishly illustrated and thoughtfully constructed, Making and Drawing sheds new light on contemporary artists' practice. It is an essential read for visual arts students, artists who want to use drawing differently or explore its potential in their practice, and anyone who wants to know more about the secret stories behind the creation of these works.

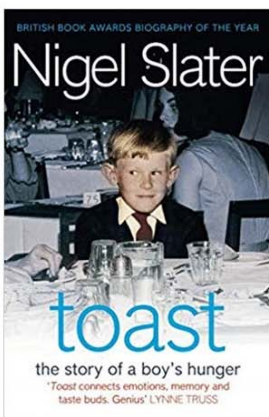


Every year, millions of museum and gallery visitors ponder the modern art on display and secretly ask themselves, "Is this art?" This book brings modern art's exciting history alive for everyone, explaining why an unmade bed or a pickled shark can be art—and why a five-year-old couldn't really do it.

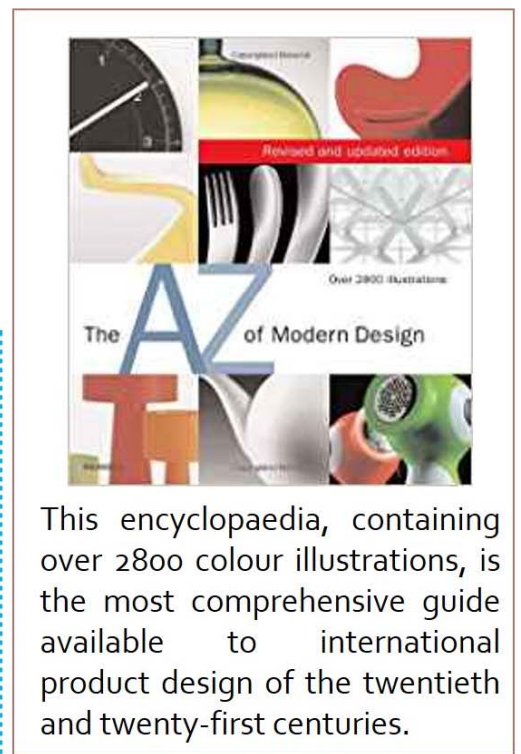
In this book Eberhart leads us on a remarkable and entertaining exploration of all the cracks, clefts, fissures, and faults examined in the field of materials science and the many astonishing discoveries that have been made about everything from the explosion of the space shuttle Challenger to the crashing of your hard drive.



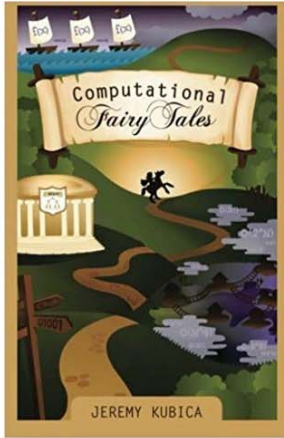
In this book, Petroski delves deeper into the mystery of invention, to explore what everyday artefacts and sophisticated networks can reveal about the way engineers solve problems.



'Toast' is Nigel Slater's award-winning biography of a childhood remembered through food. Whether recalling his mother's surprisingly good rice pudding, his father's bold foray into spaghetti and his dreaded Boxing Day stew, or such culinary highlights as Arctic Roll and Grilled Grapefruit (then considered something of a status symbol in Wolverhampton)!

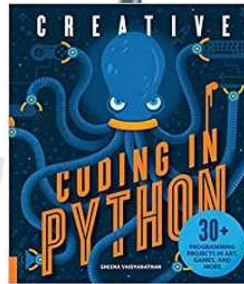
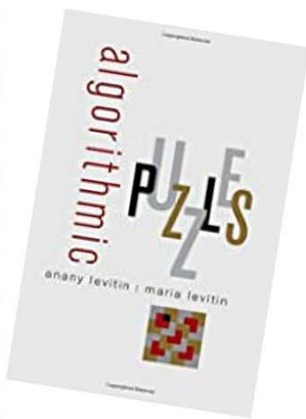


This encyclopaedia, containing over 2800 colour illustrations, is the most comprehensive guide available to international product design of the twentieth and twenty-first centuries.



Have you ever thought that computer science should include more dragons and wizards? Computational Fairy Tales introduces principles of computational thinking, illustrating high-level computer science concepts, the motivation behind them, and their application in a non-computer—fairy tale—domain.

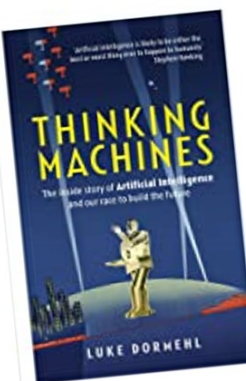
The book's unique collection of puzzles is supplemented with carefully developed tutorials on algorithm design strategies and analysis techniques intended to walk the reader step-by-step through the various approaches to algorithmic problem solving.



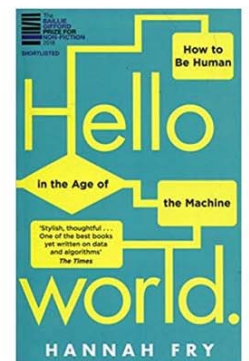
If you're interested in **computing** read...

This book teaches the fundamentals of computer programming and demonstrates how to code 30+ fun, creative projects using Python, a free, intuitive, open-source programming language that's one of the top five most popular worldwide and one of the most popular Google search terms in the U.S.

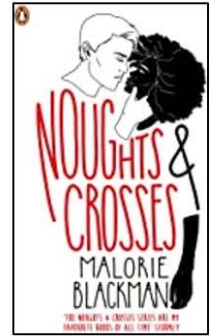
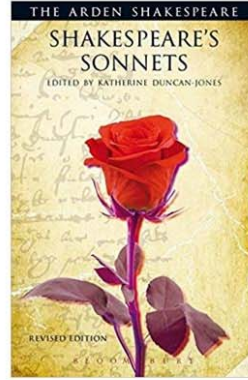
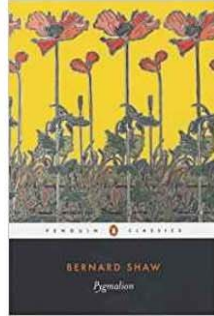
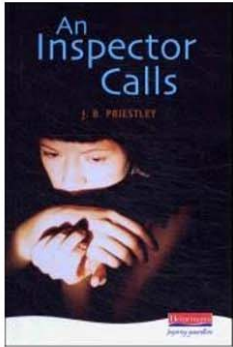
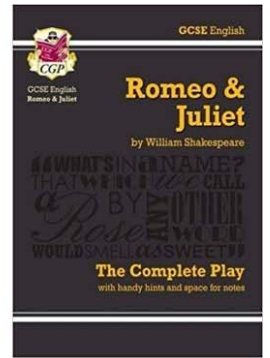
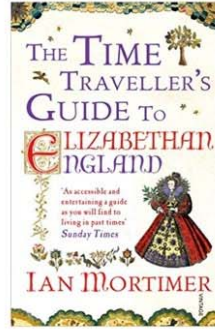
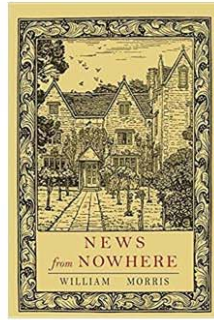
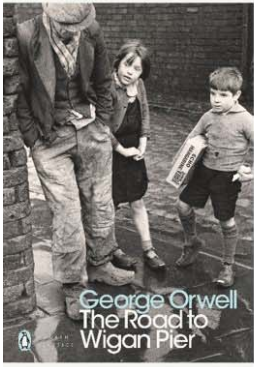
Finally, a book which exposes the secrets of computers for everyone to see. Its humorous title begins with the punch line of a classic joke about someone who is baffled by technology. It was written by a 40-year computer veteran who wants to take the mystery out of computers and allow everyone to gain a true understanding of exactly what computers are, and also what they are not.



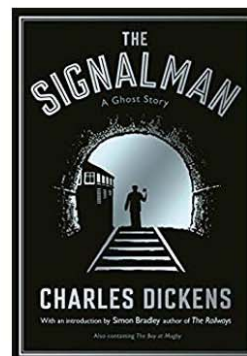
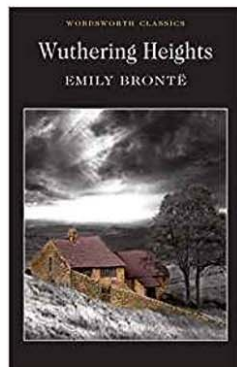
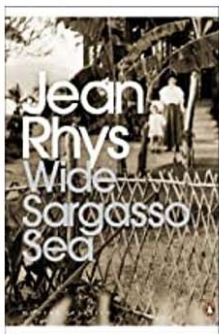
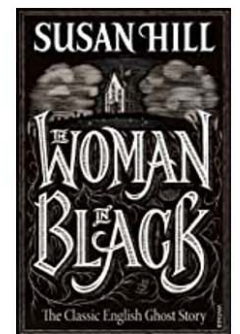
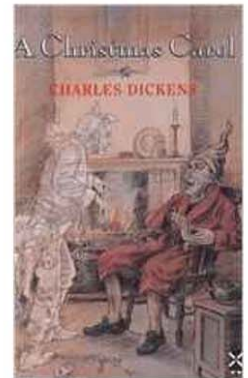
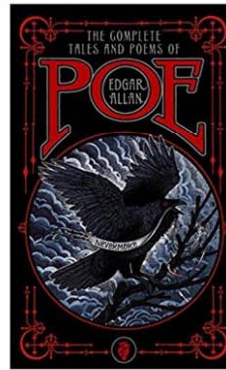
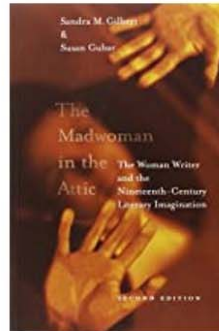
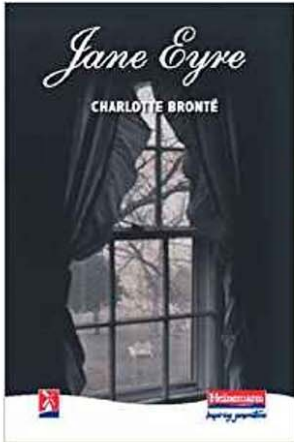
A look inside the algorithms that are shaping our lives and the dilemmas they bring with them.



This remarkable book will invite you to marvel at what now seems commonplace and to dream about a future in which the scope of humanity may need to broaden itself to include intelligent machines.

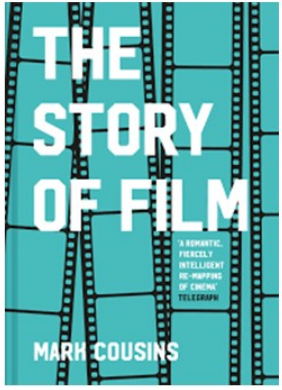
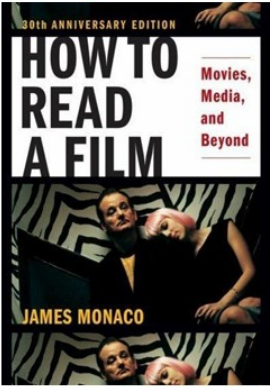


If you're interested in
English
read...





Here are just some of the great critical books, magazines and sites that you can read about film interests on... the reading material available is as wide and varied as the topic is of interest. You can find really specific niche audience reading or lists of great movies to watch



Practical tips on the techniques of film making and analysis
www.learnaboutfilm.com/

A comprehensive film history archive by category
www.filmsite.org

The British Film Institute's archive
www.bfi.org.uk

Engaging critical writing on film
www.filmschoolrejects.com

Selected shots as examples of technical excellence
www.shotsfilmschoolrejects.com
Also try @comp_cam on Twitter/Instagram

Guide to behind the scenes knowledge and trivia
www.imdb.com

The 100 greatest films of the 21st century as chosen by critics
<https://www.bbc.com/culture/article/20160819-the-21st-century-100-greatest-films>





by Dr. EManuel Alvarez-Sandoval

The IMPORTANCE of LEARNING a FOREIGN LANGUAGE in a CHANGING SOCIETY

This book shows the problems of a monolingual society and prescribes remedies for their solution, particularly in a post-9/11 world.

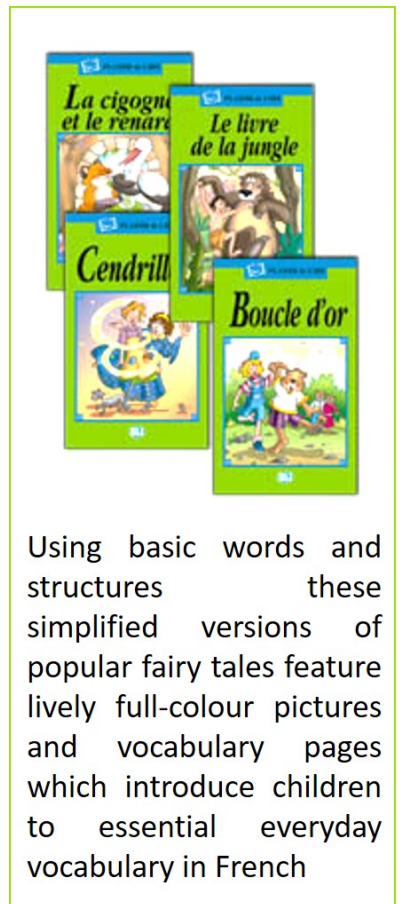
Intelligence gathering in another country is greatly hindered if the cultural and philosophical content of the country's language is not understood properly.

If you're interested in FRENCH and SPANISH read...

Through the different titles in this collection, young people can also learn about themes relating to the more grown up world such as flat-sharing, work placements, the world of work, friendship, love, social networks, the francophone culture etc.



Reading is a great way to improve your French and Learn French with Jokes is a great way to start reading – with around 3500 French words. You are rewarded every few lines with a laugh (or a groan). Some of the jokes are for children while others are more adult, though nothing that would make your grandmother blush.



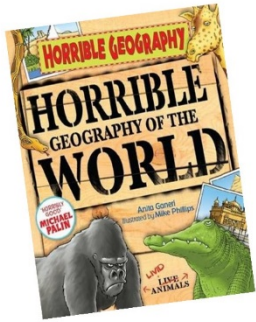
Using basic words and structures these simplified versions of popular fairy tales feature lively full-colour pictures and vocabulary pages which introduce children to essential everyday vocabulary in French



If you want to be stretched and want to discover the world in French with some fun activities, why not try one of these magazines?

They are available for all abilities with up to date news and points of interest

Be inspired by GEOGRAPHY. Get reading...

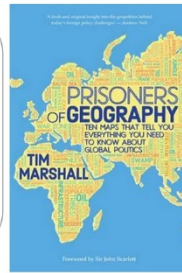


HORRIBLE GEOGRAPHY is Geography with the gritty bits left in! Hold on tight as you embark on a whistle-stop trip around the globe, taking in everything from the perishing poles to desperate deserts, stormy weather to earth-shattering earthquakes. Crammed full of far-out facts, it's the ultimate Horrible Geography guide to the planet. Geography has never been so horrible!



Written by Mc Fly star Dougie Poynter, PLASTIC SUCKS is the only book you need to learn how to take action on plastic now. This fun and optimistic take on the problem will help YOU and your mates to save the planet! Be part of the conservation conversation!

World leaders are restricted by geography; by mountains, rivers, seas and concrete. To follow world events you need to understand people, ideas and movements - but if you don't know geography, you'll never have the full picture. PRISONERS OF GEOGRAPHY looks at the past, present and future to offer an essential insight into one of the major factors that determines world history. It's time to put the 'geo' back into geopolitics.



ENDURANCE is the story of one of the most astonishing feats of exploration and human courage ever recorded. In 1914 Sir Ernest Shackleton and a crew of 27 men set sail for the South Atlantic on board a ship called the Endurance. The object of the expedition was to cross the Antarctic overland.



NATIONAL GEOGRAPHIC magazine covers the various parts of the globe, and probes into the farthest reaches of the universe and hitherto unexplored depths of the oceans. It reports on the issues that face the world today, including energy and the environment.

The 'Kids' version includes fun puzzles, quizzes and exciting things to make and do. It is irresistible to readers and is a great resource for children, parents. Every issue, readers head off on a journey of discovery, with interactive features about nature and the environment, world cultures and science.

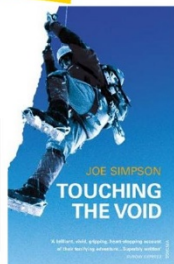


INFOPEDIA includes browsable features on animals, technology, countries, and weather, plus weird-but-true facts, crafts, games and more. It is packed with information and fun. It includes updated reference material, charts, and statistics throughout the book. Homework help sections developed with educational experts give hands-on learning tips to kids.



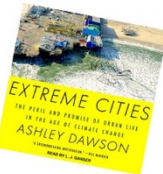
The I KNOW THIS TO BE TRUE series is a collection of extraordinary figures from diverse backgrounds answering the same questions, as well as sharing their compelling stories, guiding ideals, and insightful wisdom.

At just seventeen, Greta Thunberg is one of today's most prominent climate change activists—her impassioned calls for action on global warming have captured hearts and minds around the world.

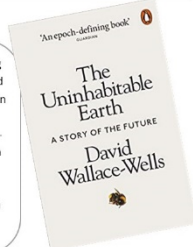


TOUCHING THE VOID is the heart-stopping account of Joe Simpson's terrifying adventure in the Peruvian Andes. He and his climbing partner, Simon, reached the summit of the remote Siula Grande in June 1995. A few days later, Simon staggered into Base Camp, exhausted and frost-bitten, with news that Joe was dead. What happened to Joe, and how the pair dealt with the psychological traumas, makes not only an epic story of survival but a compelling testament of friendship.

In Extreme Cities, Ashley Dawson argues that cities are ground zero for climate change, contributing the lion's share of carbon to the atmosphere, while also lying on the frontlines of rising sea levels. Today, the majority of the world's megacities are located in coastal zones, yet few of them are adequately prepared for the floods that will increasingly menace their shores.



THE UNINHABITABLE EARTH covers everything from the probability of worldwide drought and famine to the risk of total economic ruin, it's an urgent plea for an environmental revolution, from everyday behaviours to government policy and international cooperation. Written with support of scientific evidence and offering the clearest possible warnings about our future. The Uninhabitable Earth is a call to take action on climate change.





Journals : History Today

In the October edition of History Today, Charles Emmerson argues that the Tsarist Russia of one hundred years ago was enjoying an economic and technological boom, coinciding with the 300th anniversary of the Romanov dynasty. Had the First World War been avoided, the 20th century should have been a peaceful and prosperous one for the Russian people....What do you think???

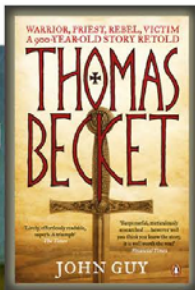
You can buy the October issue in shops.

Alternatively, get it as a digital edition for iPad, Android tablet, Kindle Fire or PC / Mac.



You can read the BBC History magazine online!
<http://www.historyextra.com/>

John Guy is a British historian and biographer. Born in Warragul, Victoria, Australia, Guy moved to Britain with his parents in 1952.

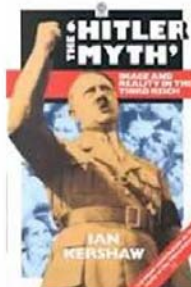
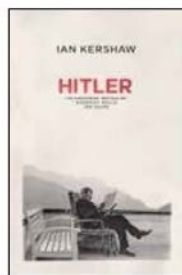


READING TO ENJOY AND UNDERSTAND HISTORY
 Enjoy traditional books, e-versions of journals or the fun of Horrible Histories — there is something for everyone.

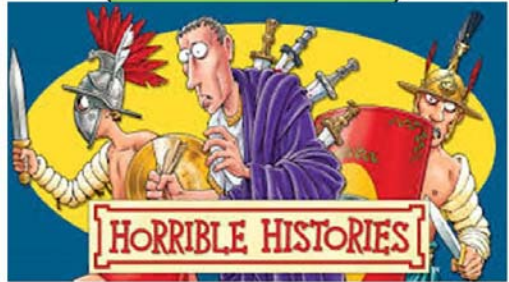


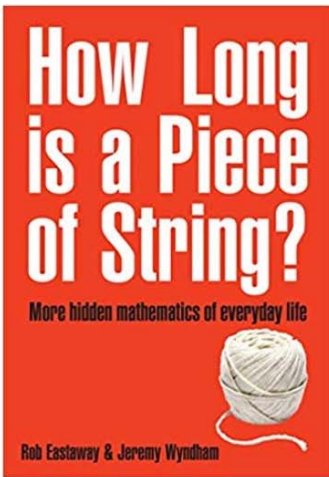
Historical fiction is also a good way to understand a time period—both the facts and the ethos of the time eg Michael Morpurgo writes of World War One in “War Horse” and “Private Peaceful”; World War Two in “Friend or Foe”.

For something lighter but good fun...
 Terry Deary is a British children's author of over 200 books, selling over 25 million copies in over 40 languages.
 Born: March 4, 1946 (age 67), Sunderland, Tyne and Wear

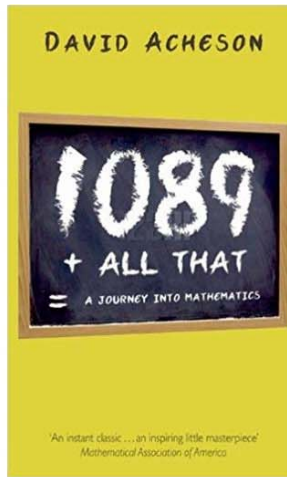


Sir Ian Kershaw, FBA is a British historian of 20th-century Germany whose work has chiefly focused on the period of the Third Reich.
 Born: April 29, 1943 (age 70), Oldham
 Education: Merton College, Oxford, University of Liverpool

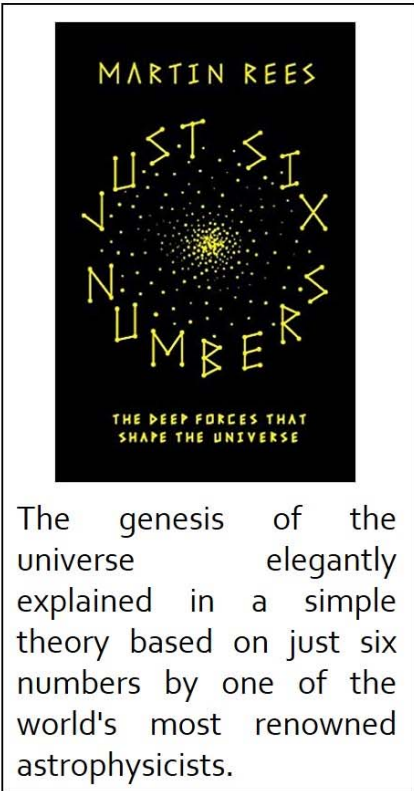






Why do weather forecasters get it wrong? What are the best tactics for playing "Who Wants to be a Millionaire?" and "The Weakest Link"? And what is the link between a tin of baked beans and a men's urinal?






This little book makes mathematics accessible to everyone. It takes us on a thrilling journey to some deep mathematical ideas. On the way, via Kepler and Newton, he explains what calculus really means, gives a brief history of pi, and even takes us to chaos theory and imaginary numbers.



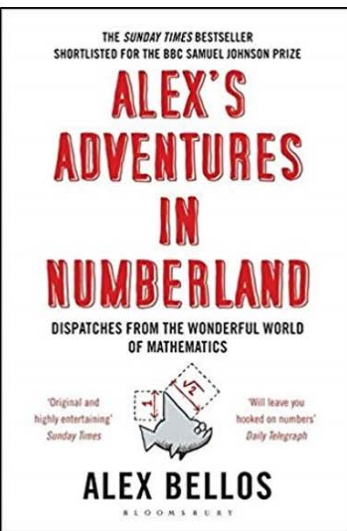
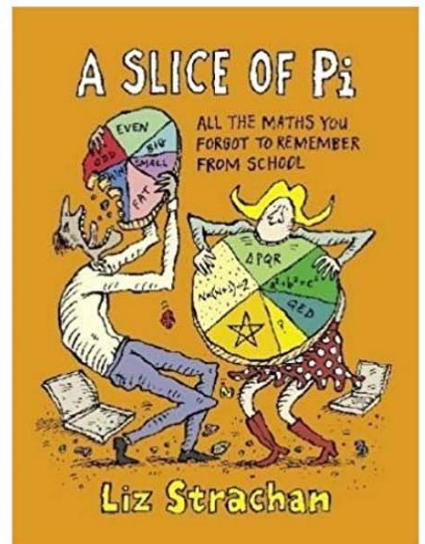
The genesis of the universe elegantly explained in a simple theory based on just six numbers by one of the world's most renowned astrophysicists.


 If you're interested in 

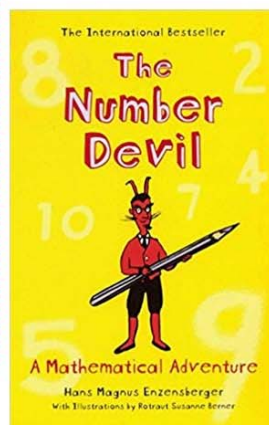

MATHS


 read... 

Fun and Games With Math: In a Slice of Pi, Liz Strachan proves that solving tricky little math equations can be just as enjoyable as completing a good puzzle. Through fascinating math stories, quirky calculations, great party tricks, and humorous anecdotes from the classroom, she reveals the foundations of algebra, geometry, and trigonometry in a clear and entertaining style.



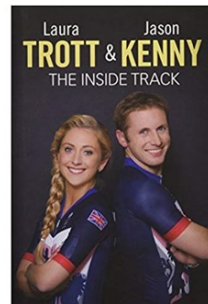
The world of maths can seem mind-boggling, irrelevant and, let's face it, boring. This groundbreaking book reclaims maths from the geeks.



In twelve dreams, Robert, a boy who hates math, meets a Number Devil, who leads him to discover the amazing world of numbers: infinite numbers, prime numbers, Fibonacci numbers, numbers that magically appear in triangles, and numbers that expand without.

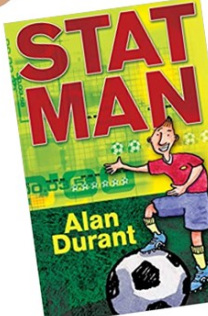
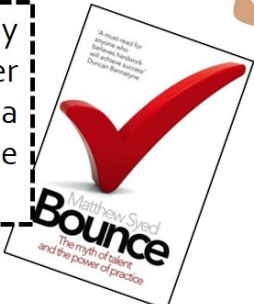


Walk with Crouch into the dressing-room, to find out which players refuse to touch a football before a game, to discover why a load of millionaires never have any shower-gel, and to hear what Cristiano Ronaldo says when he looks at himself in the mirror.

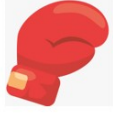


Laura Trott and Jason Kenny, Britain's most successful female and male Olympians, invite us into their world, on to the boards of the velodrome and down the back straight of British pro cycling to give us the inside track on what it takes to become a champion.

Essential reading for any sportsperson; If you've ever wondered what makes a champion, Bounce has the answer.



If you could win football games by knowing football facts, Arnie's team would always win. Unfortunately, you win by being good at football, which Arnie is not. And when the star player is suddenly injured, Arnie must take his place - will he be able to help his team win the Cup Final?



If you're interested in

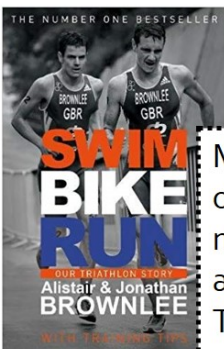


read...



The Know the Game Complete Skills series is a perfect introduction to a sport for every budding player. The books will teach young players the basic skills they need to start enjoying the sport by giving them plenty of simple practice drills and showing how the star players do it.

Football is Blake's life - but it doesn't pay the rent. And if his mum can't do that, they're out on the street. So when a stranger makes him an offer, Blake finds it hard to resist.



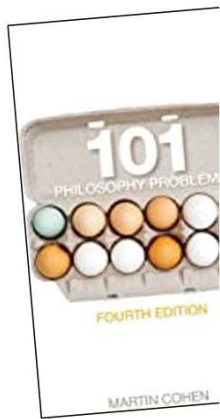
Meet the Brownlees: They have obliterated the competition and set new standards for swimming, biking and running. This is both a riveting story of the races, the success and the brotherly rivalry, as well as a guide to triathlon with sections on how to swim, bike and run and packed with advice on nutrition, injury, and mental approach.



Years of relentless training, fundraising and determination have seen Nicola battle through injury, prejudice and defeat to become one of Britain's best-loved athletes and an inspiration to all those who are chasing after a seemingly impossible dream.



Read more around Religious Education



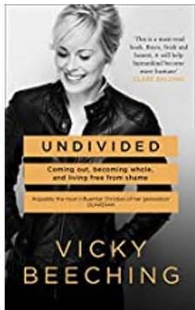
If you're interested in Philosophy (and exercising your brain!), read 101 Philosophy Problems.

This book introduces philosophy in an entertaining, stimulating way. Using philosophical puzzles, conundrums and paradoxes he skilfully unwraps some of the mysteries of the subject, from what we know - or think we know - to brainteasing thought experiments about ethics, science and the nature of the mind.



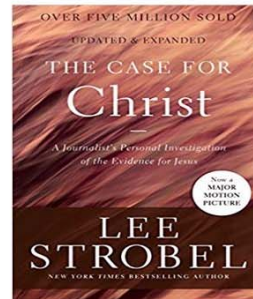
If you're interested in seeing how religious beliefs can change someone's life, read Run Baby Run.

A childhood overshadowed by spiritualism in his Puerto Rican home preceded a harsh and violent adolescence as the leader of one of New York's toughest street gangs. Chilling scenes of knife fights, torture and murder dominated the life of a young man proud and feared on the outside, but inwardly running scared.



If you're interested in Christianity and LGBTQ+, read Undivided.

This poster girl for evangelical Christianity lived with a debilitating inner battle: she was gay. The tens of thousands of traditional Christians she sang in front of were unanimous in their view - they staunchly opposed same-sex relationships and saw homosexuality as a grievous sin. Vicky knew if she ever spoke up about her identity it would cost her everything.



If you're interested in arguments about the existence of Jesus, read The Case for Christ.

This book cross-examines a dozen experts with doctorates from schools such as Cambridge, Princeton, and Brandeis, asking hard-hitting questions - and building a captivating case for Christ's divinity.

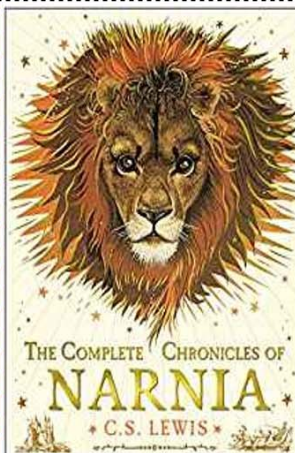


If you're interested in moral decision-making, read Sophie's World.

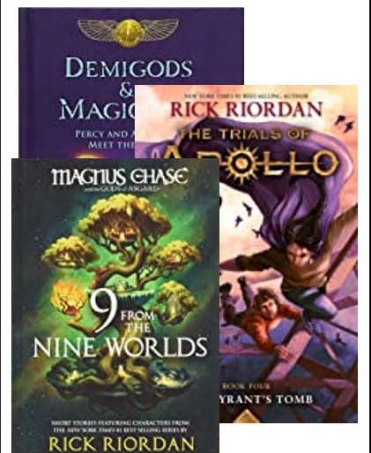
This book sets out to draw teenagers into the world of Socrates, Descartes, Spinoza, Hegel and all the great philosophers. A brilliantly original and fascinating story with many twists and turns, it raises profound questions about the meaning of life and the origin of the universe.

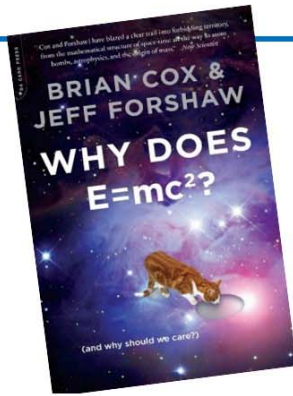
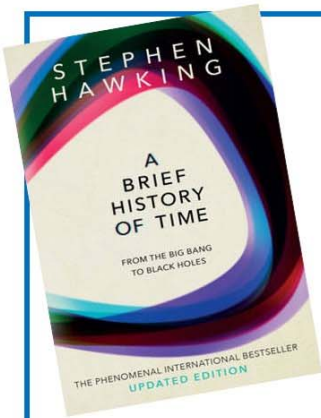
If you're interested in seeing the Christian story through a different lens, read... The Chronicles of Narnia.

Four adventurous siblings—Peter, Susan, Edmund, and Lucy Pevensie—step through a wardrobe door and into the land of Narnia, a land frozen in eternal winter and enslaved by the power of the White Witch. But when almost all hope is lost, the return of the Great Lion, Aslan, signals a great change . . . and a great sacrifice.



If you're interested in mythology and polytheistic religions, read anything by Rick Riordan.

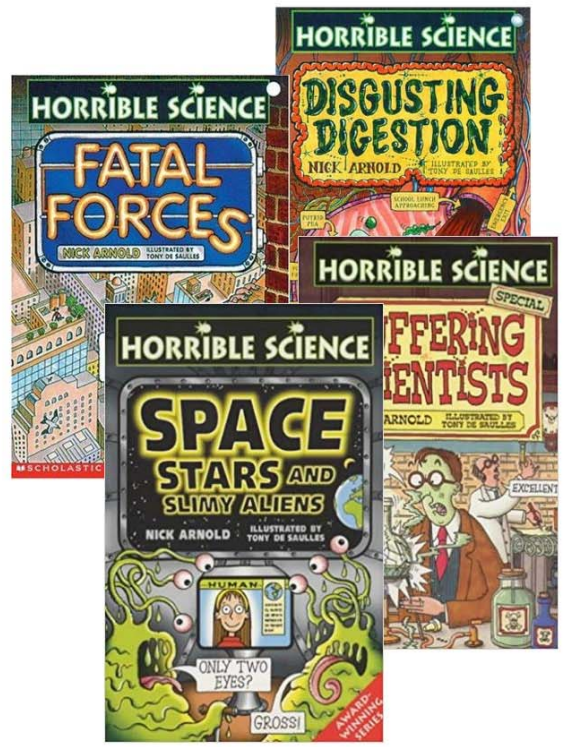




Was there a beginning of time? Could time run backwards? Is the universe infinite or does it have boundaries?

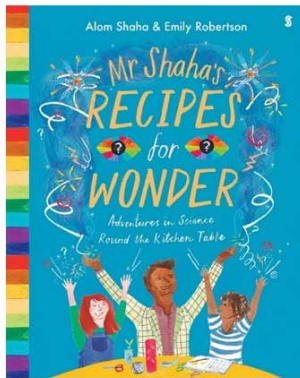
Go on a journey to the frontier of 21st century science to consider the real meaning behind the iconic sequence of symbols that make up Einstein's most famous equation, exploring the principles of physics through everyday life.

heavier topics



for accessible, humorous approaches to science!

On this epic voyage of discovery, astronomer Mark Thompson takes you on that journey. From how to prepare for take-off and the experience of leaving Earth's atmosphere, to the reality of living in the confines of a spaceship and the strange sensation of weightlessness, this is an adventure like no other.



Turn a rainy day at home or a walk in the park into a chance to experiment. All you need are a few simple items from your kitchen cupboards _ and the power of curiosity!

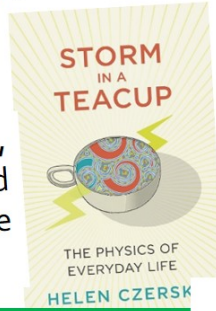
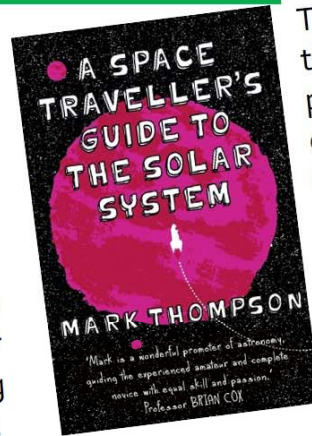
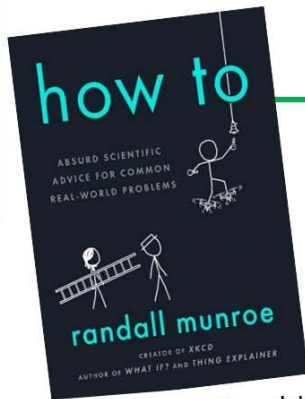
It's full of highly impractical advice for everything from landing a plane to digging a hole.

A lively, entertaining, and richly informed introduction to the world of physics.

If you're interested in

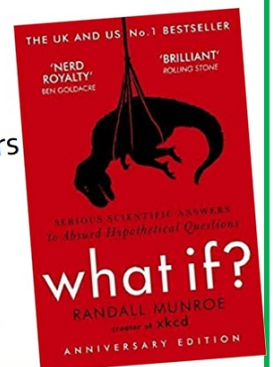


read...



Hilarious and informative answers to important questions you probably never thought to ask.

lighter reads



The 2023-24 Reading Log

1.

Title:

Author:

Your rating 

2.

Title:

Author:

Your rating 

3.

Title:

Author:

Your rating 

4.

Title:

Author:

Your rating 

5.

Title:

Author:

Your rating 

The 2023-24 Reading Log

6.

Title:

Author:

Your rating 

7.

Title:

Author:

Your rating 

8.

Title:

Author:

Your rating 

9.

Title:

Author:

Your rating 

10.

Title:

Author:

Your rating 

Homework

Students in Years 7, 8 and 9 should expect to have between 5 and 7 hours of homework per week.

Students in Years 10 and 11 should expect to do up to 10 hours per week. This may consist of extension to classwork, GCSE coursework, GCSE projects etc.

Note to Students

- Homework is an important part of your work. It gives you an opportunity to work independently, to research and to carry out specific tasks and complete work started in class. It is often valuable to “read round” a topic to extend your classwork.
- You will only do your homework successfully if you know exactly what it is you have to do. Make sure you copy accurately the homework details and the date the work is due to be handed in.
- Do your best with each piece of work. If you find some of the homework too difficult, try to obtain help - from your teacher or your parent/carer.
- Failure to complete homework on time is likely to result in detention and/or extra work or an imposition being set. If this happens more than very occasionally your parent/carer will be informed and a homework report may be issued.
- Homework Club to support pupils in the completion of homework, Mon-Thur 3.45-4.45pm

Note to Parents/Carers

- Please check that homework details are entered properly in the Log Book. There is a space for your regular signature.
- Please try to help your child to organise his or her time to best advantage so that homework is not left to the last minute or even forgotten. It is often best, however, to give children a short period to “unwind” after school before they start their homework.
- Try to provide suitable working conditions at home if you can.
- It is really important for you to take an active interest in your child’s work rather than just insisting that it is done. This sustained, active interest can make a huge difference to the quality of work produced and the attitude towards homework.
- Give help if required, but please do not do the work for your child.
- Don’t let your child do too much or get upset about a piece of work he or she is finding difficult. Please use your judgement as to when to intervene and say it is time to stop working on a piece of homework. Please make a note of this in the Log Book.
- Please tell us if there is a problem through the Form Tutor in the first instance; if there is too much, too little or if it is all coming at once. We all want what is best for the children.
- At an appropriate time before examinations we will provide guidance about revision techniques and planning.

Homework Recording Autumn Term

Week beginning Monday 4th September 2023

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Peace be to the whole community, and love with faith, from God the Father and the Lord Jesus Christ. Ephesians 6:23

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning Monday 11th September 2023

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – It is better to be poor and honest than to be foolish and tell lies. Proverbs 19:1

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carers) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – After Jesus had washed their feet, had put on his robe, and had returned to the table, he said to them, ‘Do you know what I have done to you? You call me Teacher and Lord—and you are right, for that is what I am. So if I, your Lord and Teacher, have washed your feet, you also ought to wash one another’s feet. John 13: 12 - 14

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Start children off on the way they should go, and even when they are old they will not turn from it. Proverbs 22:6

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Large empty rectangular area for handwritten comments, including absence notes.

Signed (Parent/carers) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Do to others as you would have them do to you. Luke 6 31

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Celebrate the Festival of Harvest with the first fruits of the crops you sow in your field.

Exodus 23:16

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carers) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Now the whole group of those who believed were of one heart and soul, and no one claimed private ownership of any possessions, but everything they owned was held in common. Acts 4:32

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed _____ Signed _____
 (Parent/carers) _____ (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week - I told them that the hand of my God had been gracious upon me, and also the words that the king had spoken to me. Then they said, 'Let us start building!' So they committed themselves to the common good. Nehemiah 2:18

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – But Naomi said to her two daughters-in-law, ‘Go back each of you to your mother’s house. May the LORD deal kindly with you, as you have dealt with the dead and with me. Ruth 1:8

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carers) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – All this is from God, who reconciled us to himself through Christ, and has given us the ministry of reconciliation; that is, in Christ God was reconciling the world to himself, not counting their trespasses against them, and entrusting the message of reconciliation to us. 2 Corinthians 5: 18-19

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carers) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Above all, clothe yourselves with love, which binds everything together in perfect harmony. Colossians 3:14

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Love is patient; love is kind; love is not envious or boastful or arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice in wrong doing but rejoices in the truth. 1 Corinthians 13: 4-6

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – God, Grant me the serenity to accept the things I cannot change, courage to change the things I can and wisdom to know the difference. Prayer of Serenity.

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Blessed are the peacemakers, for they will be called children of God. Matthew 5:9

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carers) _____ Signed (Tutor) _____

Week beginning Monday 18th December 2023

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – For God so loved the world that he gave his only Son, so that everyone who believes in him may not perish but may have eternal life. John 3:16

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Large empty rectangular area for handwritten comments, including absence notes.

Signed (Parent/carer) _____ Signed (Tutor) _____

Homework Recording Spring Term

Week beginning Monday 1st January 2024

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – The fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control. Galatians 5: 22-23

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carers) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Anyone who has two shirts should share with the one who has none, and anyone who has food should do the same. Luke 3:11

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Large empty rectangular area for handwritten comments and notes.

Signed (Parent/carer) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – When you reap the harvest of your land, you shall not reap to the very edges of your field or gather the gleanings of your harvest; you shall leave them for the poor and for the alien: I am the LORD your God.
 Leviticus 23:22

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – “For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future”. Jeremiah 29:11

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Those who are generous are blessed, for they share their bread with the poor. Proverbs 22:9

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carers) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – But love your enemies, do good, and lend, expecting nothing in return. Your reward will be great, and you will be children of the Most High; for he is kind to the ungrateful and the wicked. Be merciful, just as your Father is merciful. Luke 6: 35-36

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – The grace of the Lord Jesus Christ, the love of God, and the fellowship of the Holy Spirit be with you all. 2 Corinthians 13:13

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed _____ Signed _____
(Parent/carers) _____ (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – When he saw the crowds, he had compassion on them, because they were harassed and helpless, like sheep without a shepherd. Matthew 9: 36

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed _____ Signed _____
 (Parent/carers) _____ (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – At that time Jesus, full of joy through the Holy Spirit, said, “I praise you, Father, Lord of heaven and earth, because you have hidden these things from the wise and learned, and revealed them to little children. Luke 10:20

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carers) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Always give thanks to God the Father for everything, in the name of our Lord Jesus Christ. Ephesians 5:20

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carers) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – As iron sharpens iron, so one person sharpens another. Proverbs 27:17

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – They brought Jesus to the place called Golgotha (which means “the place of the skull”). Then they offered him wine mixed with myrrh, but he did not take it. And they crucified him. Dividing up his clothes, they cast lots to see what each would get. Mark 15: 22-24

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Homework Recording Summer Term

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – The LORD loves righteousness and justice; the earth is full of his unfailing love. Psalm 33:5

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Large empty rectangular area for writing comments and absence notes.

Signed (Parent/carer) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Be who God made you to be and you will set the world on fire. St Catherine of Siena

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – If you had known what these words mean, 'I desire mercy, not sacrifice,' you would not have condemned the innocent. Matthew 12:7

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carers) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Remember what I told you: ‘A servant is not greater than his master.’ If they persecuted me, they will persecute you also. If they obeyed my teaching, they will obey yours also. John 15:20

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carers) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Therefore I tell you, do not worry about your life, what you will eat or drink; or about your body, what you will wear. Is not life more than food, and the body more than clothes? Matthew 6:25

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many. Mark 10:45

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Colossians 3:12

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning Monday 10th June 2024

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – For by the grace given to me I say to everyone among you not to think of yourself more highly than you ought to think, but to think with sober judgement, each according to the measure of faith that God has assigned. Romans 12:3

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning Monday 17th June 2024

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – For God’s foolishness is wiser than human wisdom, and God’s weakness is stronger than human strength. 1 Corinthians 1:25

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning Monday 24th June 2024

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – For this very reason, you must make every effort to support your faith with goodness, and goodness with knowledge, and knowledge with self-control, and self-control with endurance, and endurance with godliness, and godliness with mutual affection, and mutual affection with love. 2 Peter 1: 5 – 7

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning Monday 1st July 2024

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Let your gentleness be known to everyone. The Lord is near. Philippians 4:5

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Large empty rectangular area for writing comments.

Signed (Parent/carers) _____ Signed (Tutor) _____

Week beginning Monday 8th July 2024

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Trust in the LORD with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight. Proverbs 3:5-6

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Large empty rectangular area for handwritten comments, including absence notes, spanning the width of the table.

Signed (Parent/carer) _____ Signed (Tutor) _____

Week beginning Monday 15th July 2024

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – As water reflects the face, so one’s life reflects the heart. Proverbs 27:19

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Signed (Parent/carers) _____ Signed (Tutor) _____

My profile and progress tracker

My Profile

What are my best qualities and strengths?

What are my hobbies and interests?

**What is important to me
Now?**

In the future?

What support do I need?

(with my learning, friendships, social skills, behaviour, specific skills)

Student _____ Parent/carer _____

Personal Learning Reflection

Do you have the characteristics needed to be an effective learner? How have you worked this half-term? Grade yourself in each characteristic.

1=outstanding, 2=good, 3=inconsistent, 4=unsatisfactory.

Date:

Evidence of progress	1	-	2	-	3	-	4	-	5
Standards	1	-	2	-	3	-	4	-	5
Sustained pace	1	-	2	-	3	-	4	-	5
Effective questions	1	-	2	-	3	-	4	-	5
New learning	1	-	2	-	3	-	4	-	5
Take responsibility	1	-	2	-	3	-	4	-	5
Independence	1	-	2	-	3	-	4	-	5
Assessment	1	-	2	-	3	-	4	-	5
Literacy and Numeracy	1	-	2	-	3	-	4	-	5

What do I need to do to be a more effective learner?

Target 1:

Target 2:

Target 3:

Report Summary – Autumn 2021

Subject	Goal Grade/Level	Current Attainment	Learning Behaviour	To improve I need to:
English				1.
Mathematics				
Science				
				2.
				3.
				Signed Student:
				Tutor:
				Parent/Carer:

Tutor Consultation

Date:

Strengths:

Concerns:

Next steps to improve/develop my learning or involvement in school:

Who else needs to be informed?

By when?

Student signature:

Tutor signature:

Note to parent/carer –

Please discuss the above and overleaf with your child. If you wish to discuss it further with the tutor, please do not hesitate to contact the school.

I have noted the Next Steps and have discussed this with my child.

Parent/Carer signature:

Date:

Personal Learning Reflection

Do you have the characteristics needed to be an effective learner? How have you worked this half-term? Grade yourself in each characteristic.

1=outstanding, 2=good, 3=inconsistent, 4=unsatisfactory.

Date:

Evidence of progress	1	-	2	-	3	-	4	-	5
Standards	1	-	2	-	3	-	4	-	5
Sustained pace	1	-	2	-	3	-	4	-	5
Effective questions	1	-	2	-	3	-	4	-	5
New learning	1	-	2	-	3	-	4	-	5
Take responsibility	1	-	2	-	3	-	4	-	5
Independence	1	-	2	-	3	-	4	-	5
Assessment	1	-	2	-	3	-	4	-	5
Literacy and Numeracy	1	-	2	-	3	-	4	-	5

What do I need to do to be a more effective learner?

Target 1:

Target 2:

Target 3:

Report Summary– Spring 2022

Subject	Goal Grade/Level	Current Attainment	Learning Behaviour	To improve I need to:
English				1.
Mathematics				
Science				
				2.
				3.
				Signed Student:
				Tutor:
				Parent/Carer:

Tutor Consultation

Date:

Strengths:

Concerns:

Next steps to improve/develop my learning or involvement in school:

Who else needs to be informed?

By when?

Student signature:

Tutor signature:

Note to parent/carer –

Please discuss the above and overleaf with your child. If you wish to discuss it further with the tutor, please do not hesitate to contact the school.

I have noted the Next Steps and have discussed this with my child.

Parent/Carer signature:

Date:

Personal Learning Reflection

Do you have the characteristics needed to be an effective learner? How have you worked this half-term? Grade yourself in each characteristic.

1=outstanding, 2=good, 3=inconsistent, 4=unsatisfactory.

Date:

Evidence of progress	1	-	2	-	3	-	4	-	5
Standards	1	-	2	-	3	-	4	-	5
Sustained pace	1	-	2	-	3	-	4	-	5
Effective questions	1	-	2	-	3	-	4	-	5
New learning	1	-	2	-	3	-	4	-	5
Take responsibility	1	-	2	-	3	-	4	-	5
Independence	1	-	2	-	3	-	4	-	5
Assessment	1	-	2	-	3	-	4	-	5
Literacy and Numeracy	1	-	2	-	3	-	4	-	5

What do I need to do to be a more effective learner?

Target 1:

Target 2:

Target 3:

Report Summary– Summer 2022

Subject	Goal Grade/Level	Current Attainment	Learning Behaviour	To improve I need to:
English				1.
Mathematics				
Science				
				2.
				3.
				Signed Student:
				Tutor:
				Parent/Carer:

Tutor Consultation

Date:

Strengths:

Concerns:

Next steps to improve/develop my learning or involvement in school:

Who else needs to be informed?

By when?

Student signature:

Tutor signature:

Note to parent/carer –

Please discuss the above and overleaf with your child. If you wish to discuss it further with the tutor, please do not hesitate to contact the school.

I have noted the Next Steps and have discussed this with my child.

Parent/Carer signature:

Date:

Subject Resources and Learning @ Home

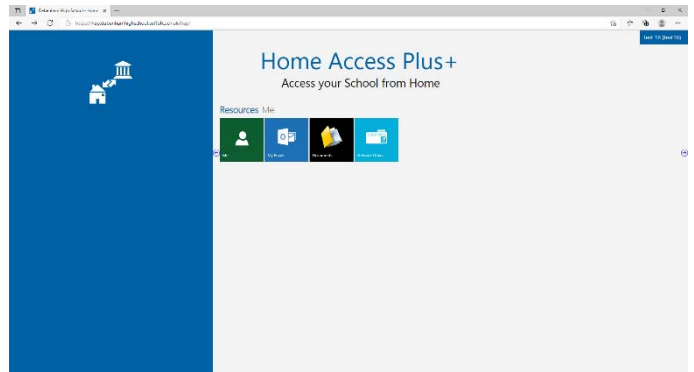
Access School Work @ Home

How do I find it?

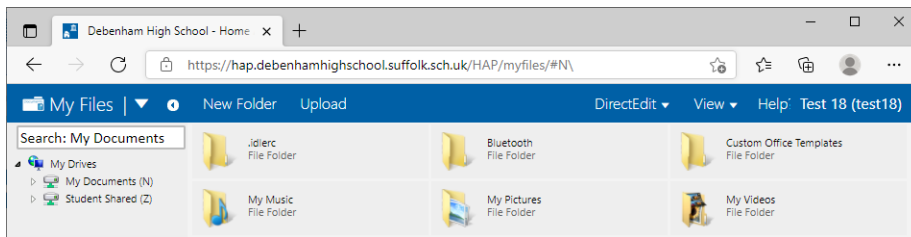
Go to the Debenham High School website - www.debenhamhigh.co.uk
Scroll down to the link on left of page, DHS Learning Platform.

What do I do when I get there?

Click on a button to access your school Documents
or Network Drives (for Student Shared) or Email.



Network Drive View



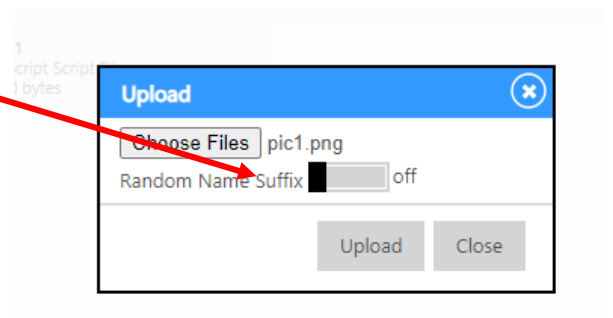
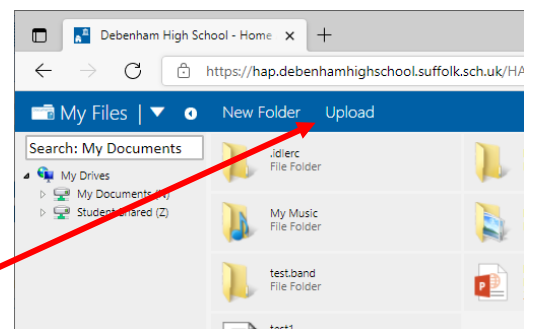
Documents View

To open a file

1. Double click the file
2. Save to your home computer My Documents

To upload a file from your home computer

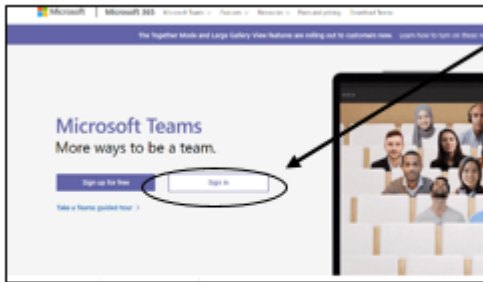
1. Go to the folder you wish it to be put into
2. Click the Upload button
3. Browse to the file or files you wish to upload
4. Click Upload and Close
5. **Alternatively you can drag from a folder on your computer to the school folder**



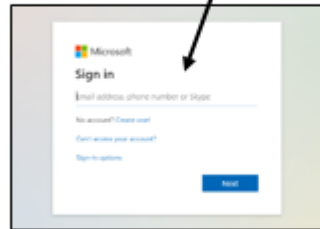
Logging on to MS Teams



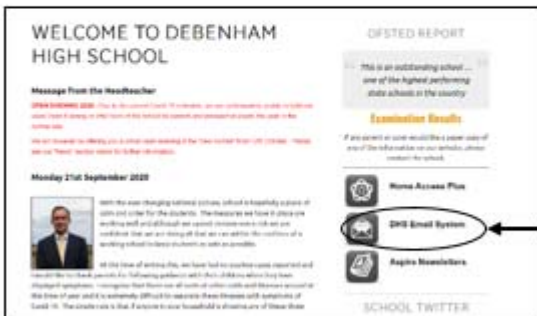
Google MS Teams



Click 'sign in' and use your email address and password
examplea21@debenhamhigh.co.uk



Accessing your school email via school website



Click DHS Email System



Then log in as you would on the school computers to access your emails

Website and Password Tracker

SCHOOL COMPUTERS LOG IN	
USERNAME	NOTES
PASSWORD	

MICROSOFT TEAMS LOG IN	
USERNAME	NOTES
PASSWORD	

WEBSITE	
USERNAME	NOTES
PASSWORD	

WEBSITE	
USERNAME	NOTES
PASSWORD	

WEBSITE	
USERNAME	NOTES
PASSWORD	

WEBSITE	
USERNAME	NOTES
PASSWORD	

WEBSITE	
USERNAME	NOTES
PASSWORD	

WEBSITE	
USERNAME	NOTES
PASSWORD	

WEBSITE	
USERNAME	NOTES
PASSWORD	

WEBSITE	
USERNAME	NOTES
PASSWORD	

WEBSITE	
USERNAME	NOTES
PASSWORD	

WEBSITE	
USERNAME	NOTES
PASSWORD	

French, German and Spanish Tenses

Passé Composé with AVOIR
I have ___ed/I ___ed...
Phrases for completed actions.
Use the subject + auxiliary (1+2) and the past participle (3) to form:

- (1+2) il, elle/on a +
Nous avons
Vous avez
ils/elles ont
- (3) → Regular verbs – PPs
Parler - parlé
Vendre - vendu
Finir - fini
- Common irregular Past Participles using AVOIR
I, You... = J'ai, Tu as... +
- Drank
- Read
- Knew
- Saw
- Had to
- Believed
- Could
- Had
- Wanted
- Received
- Knew
- Ran
- Put
- Took
- Learn
Understood
- Wrote
- Said
- Did
- Was

P.C. with ÊTRE
I have ___ed/I ___ed...
Je suis
Tu es
il/elle/on est
Nous sommes +
Vous êtes
ils/elles sont

- (1+2) Monté(e/s/es) - Climbed
Retourné(e/s/es) - Returned
Sorti(e/s/es) - Went out
- (3) → Venu(e/s/es) - Came
Arrivé(e/s/es) - Arrived
Né(e/s/es) - Born
- Descendu(e/s/es) - Went down
Entré(e/s/es) - Entered
Resté(e/s/es) - Stayed
- Tombé(e/s/es) - Fell down
Rentré(e/s/es) - Went home
Allé(e/s/es) - Went
Mort(e/s/es) - Died
Parti(e/s/es) - Left
- Reflexive verbs
Je me suis
Tu t'es
- (1, 2, 3) il/elle/on s'est
Nous nous sommes +
Vous vous êtes
Ils/elles se sont
- (4) → Levé (e/s) - Got Up
Réveillé (e/s) - Woke up
Habillé (e/s) - Dressed
Couché (e/s) - Went to bed
Douché (e/s) - Showered
Amusé (e/s) - Had Fun

Present Tense: regular verbs
Normally/Usually I...
-ER verbs
Aimer (to like)
J'aime - I like
Tu aimes
il/elle/on aime
Nous aimons
Vous aimez
ils/elles aiment

-IR verbs
Finir (to finish)
Je finis - I finish
Tu finis
il/elle/on finit
Nous finissons
Vous finissez
ils/elles finissent

-RE verbs
Vendre (to sell)
Je vends - I sell
Tu vends
il/elle/on vend
Nous vendons
Vous vendez
ils/elles vendent

Present Tense: common irregular verbs/reflexives
Je me lève - I get up
Tu te lèves
il/elle/on se lève
Nous nous levons
Vous vous levez
ils/elles se lèvent

Je suis - I am
Tu es
il/elle/on est
Nous sommes
Vous êtes
ils/elles sont

Je dois - I must
Tu dois
il/elle/on doit
Nous devons
Vous devez
ils/elles doivent

Je peux - I can
Tu peux
il/elle/on peut
Nous pouvons
Vous pouvez
ils/elles peuvent

Je fais - I do/make
Tu fais
il/elle/on fait
Nous faisons
Vous faites
ils/elles font

Future with ALLER
I am going to...
Je vais
Tu vas
il/elle/on va
Nous allons
Vous allez
ils/elles vont

Simple Future tense: I will...
Take the infinitive (e.g. chanter) of the verb and add endings:
NB: RE verbs for the infinitive stem take off the E (e.g. vendre)

- Je -ai
Tu -as
il/elle/on -a
Nous -ons
Vous -ez
ils/elles -ont
- Irregular Future stems:
Avoir (To have) aur-
Aller (to go) ir-
Devoir (to have to) devr-
Être (To be) ser-
Faire (To do/ make) fer-
Pouvoir (to be able to) pourr-
Venir (to come) viendr-
Vouloir (to want) voudr-
Voir (to see) verr-
Pleuvoir (to rain) pleuvr-

CONDITIONAL TENSE
I would/could/should
Take the FUTURE STEM of the verb and add IMPERFECT endings:

- Je voudrais
Tu voudrais
il/elle/on voudrait
Nous voudrions
Vous voudriez
ils/elles voudraient

Phrases for past opinions, descriptions and past habits in the - IMPERFECT:
I used to ___ I was ___ing

Take the 1st person plural of the present tense (nous form) knock off the ons (e.g. finissons) and add endings:

- Je -ais
Tu -ais
il/elle/on -ait
Nous -ions
Vous -iez
ils/elles -aient
- Être - stem is irregular - ét-
e.g. c'était - it was
il y avait - there was
quand j'étais petit(e)
- when I was small/young
je jouais/faisais - I used to play



Wie sagt man das auf Deutsch / Englisch?



Die Zahlen

0	nul	16	sechzehn
1	eins	17	siebzehn
2	zwei	18	achtzehn
3	drei	19	neunzehn
4	vier	20	zwanzig
5	fünf	21	einundzwanzig
6	sechs	30	dreißig
7	sieben	40	vierzig
8	acht	50	fünfzig
9	neun	60	sechzig
10	zehn	70	siebzig
11	elf	80	achtzig
12	zwölf	90	neunzig
13	dreizehn	100	hundert
14	vierzehn	500	fünfhundert
15	fünfzehn	1000	tausend

Personal pronouns			
Talking about one person		Talking about more than one person	
I	ich	we	wir
you (informal)	du	you (informal)	ihr
he / she / it / one	er / sie / es / man	they	sie
you (formal)	Sie	you (formal)	Sie

Fragewörter?

Wer...?	Who...?
Was...?	What...?
Wie...?	How...?
Wann...?	When...?
Wo...?	Where...? (stationary)
Wohin...?	Where (to)...?
Woher...?	Where (from)...?
Wie viel...?	How many...?
Warum...?	Why...?

Das Alphabet

a	ah	n	en
b	bay	o	oh
c	tsay	p	pay
d	day	q	koo
e	ay	r	air
f	eff	s	ess
g	gay	t	tay
h	ha	u	ooh
i	ee	v	fow
j	yot	v	vay
k	ka	x	iks
l	ell	y	oopsilon
m	em	z	tset

Ja. Richtig.
Nein. Falsch.
Vielleicht. Maybe.



Wie schreibt man das?

Ich verstehe (nicht). *I (don't) understand.*
Ich weiss (nicht). *I (don't) know.*

Bitte. *Please.* / *You're welcome.*
Danke (schön). *Thank you (very much).*

Ich bin fertig! *I have finished! / I am ready!*
Es ist einfach / schwierig. *It is easy / difficult.*
Noch einmal, bitte! *Again, please!*



Es tut mir leid, dass ich zu spät komme!



Darf ich bitte meinen Pulli ausziehen?



Ich habe meinen Kuli / mein Heft / meine Hausaufgaben vergessen.
Darf ich bitte Papier / ein Heft / ein Buch / einen Kuli borgen?



Darf ich bitte auf die Toilette gehen?

Forming the past (perfect) tense

person + part of haben/sein + past participle

haben		sein	
ich <i>habe</i>	wir <i>haben</i>	ich <i>bin</i>	wir <i>sind</i>
du <i>hast</i>	ihr <i>habt</i>	du <i>bist</i>	ihr <i>seid</i>
er <i>hat</i>	sie <i>haben</i>	er <i>ist</i>	sie <i>sind</i>
Sie <i>haben</i>	Sie <i>haben</i>	Sie <i>sind</i>	Sie <i>sind</i>

Use 'sein' with verbs of movement and changes of state, eg. bleiben, fahren, fliegen, gehen, kommen, schwimmen. Use 'haben' with everything else.

To form the *past participle*, remove the **-en** from the end and add **-t**. Then add **ge-** to the beginning.

ie. spielen → spielen → spielt → gespielt

Ich habe Tennis gespielt.
I *played* tennis.

Forming the future tense

person + part of werden + infinitive

eg.
Ich werde Tennis spielen. I will play tennis.
Wir werden Tennis spielen. We will play tennis.

werden	
ich <i>werde</i>	wir <i>werden</i>
du <i>wirst</i>	ihr <i>werdet</i>
er <i>wird</i>	sie <i>werden</i>
Sie <i>werden</i>	Sie <i>werden</i>

Forming the present tense

For regular verbs, remove the **-en** from the infinitive and add the following endings:

spielen - to play	
ich <i>spiele</i>	wir <i>spielen</i>
du <i>spielst</i>	ihr <i>spielt</i>
er <i>spielt</i>	sie <i>spielen</i>
Sie <i>spielen</i>	Sie <i>spielen</i>

Forming the past (imperfect) tense

For regular verbs, remove the **-en** from the infinitive and add the following endings:

spielen - to play	
ich <i>spielte</i>	wir <i>spielten</i>
du <i>spieltest</i>	ihr <i>spieltet</i>
er <i>spielte</i>	sie <i>spielten</i>
Sie <i>spielten</i>	Sie <i>spielten</i>

Forming the past (perfect) tense

person + part of haben/sein + past participle

haben		sein	
ich <i>habe</i>	wir <i>haben</i>	ich <i>bin</i>	wir <i>sind</i>
du <i>hast</i>	ihr <i>habt</i>	du <i>bist</i>	ihr <i>seid</i>
er <i>hat</i>	sie <i>haben</i>	er <i>ist</i>	sie <i>sind</i>
Sie <i>haben</i>	Sie <i>haben</i>	Sie <i>sind</i>	Sie <i>sind</i>

Use 'sein' with verbs of movement and changes of state, eg. bleiben, fahren, fliegen, gehen, kommen, schwimmen. Use 'haben' with everything else.

To form the *past participle*, remove the **-en** from the end and add **-t**. Then add **ge-** to the beginning.

ie. spielen → spielen → spielt → gespielt

Ich habe Tennis gespielt.
I *played* tennis.

Meinungen (opinions) und Verbindungswörter (connectives)

😊 Ich mag...	Ich denke, dass... (verb to end)
😐 Ich liebe...	Ich glaube, dass... (verb to end)
😞 Ich mag nicht / kein...	Ich finde...
😡 Ich hasse...	Meiner Meinung nach (verb)...
	weil... (verb to end)
	denn...
	obwohl... (verb to end)
	auch
	außerdem
	und
	aber
	jedoch

Es ist...	It is...
Es war...	It was...
Es wird... sein.	It will be...

😊	prima! toll!
😐	fair! gut!
😞	ausgezeichnet! blöd!
😡	interessant!
	spannend!
	super!
	schrecklich!
	langweilig!
	Quatsch! 😞
	unfair!
	schlecht!

I think that...	
I believe that...	
I find...	
In my opinion...	
because...	
because...	
although...	
also	
also (at beginning of sentence)	
and	
but	
however	

SPANISH TENSES

INFINITIVE	PAST				PRESENT			FUTURE		CONDITIONAL
	PRETERITE (<u>did</u> something) e.g. Last year they went Replace the ending with:	IMPERFECT (<u>used to do</u> something, <u>did</u> something repeatedly) e.g. They used to be Replace the ending with:	PERFECT (have done something) e.g. I've been to the doctors this morning.	PLU-PERFECT (had done something) e.g. I had visited	PRESENT (do something) e.g. We eat chocolate every day Replace the ending with:	GERUND (<u>doing</u> something) e.g. I'm watching TV	FUTURE (will do something) e.g. He'll do his homework tomorrow Add these endings:	IMMEDIATE FUTURE (going to do something) e.g. We're going to go to Spain next week	CONDITIONAL (<u>would do</u> something) e.g. We would like to learn latin (This is a mood, not a tense) Add these endings	
Ends in AR,ER,OR IR	AR -é -aste -ó -amos -asteis -aron	ER/IR -í -iste -íó -imos -isteis -ieron	ER/IR -ía -ías -ía -íamos -íais -ían	IR -o -es -e -imos -ís -en	AR -o -as -a -amos -áis -an	ER -o -es -e -emos -éis -en	IR -o -es -e -imos -ís -en	AR/ER/IR -é -ás -á -amos -asteis -aron	AR/ER/IR -ía -ías -ía -íamos -íais -ían	sería, serías, sería, seríamos, seríais, serían
SER to be	fui, fuiste, fue, fuimos, fuisteis, fueron	era, eras, era, éramos, erais, eran	...sido	...sido	soy, eres, es, somos, sois, son	...siendo	seré, serás, será, seremos, seréis, serán	sería, serías, sería, seríamos, seríais, serían	iría, irías, iría, iríamos, iríais, irían	
IR to go	same as for 'ser'^^	iba, ibas, iba, íbamos, ibais, iban	...ido	...ido	voy, vas, va, vamos, vais, van	...yendo	iré, irás, irá, iremos, ireís, irán	e.g. vas a ir		
HACER to do	hice, hiciste, hizo, hicimos, hicisteis, hicieron	hacía, hacías, hacía, hacíamos, hacíais, hacían	...hecho	...hecho	hago, haces, hace, hacemos, hacéis, hacen	...haciendo	haré, harás, haremos, haréis, harán	haría, harías, haría, haríamos, haríais, harían		
TENER to have	tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron	tenía, tenía, tenía, teníamos, teníais, tenían	...tenido	...tenido	tengo, tienes, tiene, tenemos, tenéis, tienen	...teniendo	tendré, tendrás, tendrá, tendremos, tendréis, tendrán	tendría, tendrías, tendría, tendríamos, tendríais, tendrían		
PODER to be able to	pude, pudiste, pudo, pudimos, pudisteis, pudieron	podía, podías, podía, podíamos, podíais, podían	...podido	...podido	puedo, puedes, puede, podemos, podéis, pueden	...pudiendo	podré, podrás, podrá, podremos, podréis, podrán	podría, podrías, podría, podríamos, podríais, podrían		
DECIR to say	dije, dijiste, dijo, dijimos, dijisteis, dijeron	decía, decías, decía, decíamos, decíais, decían	...dicho	...dicho	digo, dices, dice, decimos, decís, dicen	...diciendo	diré, dirás, dirá, diremos, diréis, dirán	diría, dirías, diría, diríamos, diríais, dirían		
VER to see	vi, viste, vio, vimos, visteis, vieron	veía, veías, veía, veíamos, veíais, veían	...visto	...visto	veo, ves, ve, vemos, veis, ven	...viendo	veré, verás, verá, veremos, veréis, verán	vería, verías, vería, veríamos, veríais, verían		

Physical Education Grades – a brief overview

Level 1

Skills and techniques	I am developing skills & techniques unaided.
Rules and tactics	I know some of the rules but struggle to apply them appropriately.
Analyse a performance	I can observe a performance and evaluate strengths and weaknesses using basic terminology but require help to correct faults.
Healthy active lifestyles	I understand the importance of a healthy lifestyle.
Developing/understanding fitness	I am developing my fitness to cope with the demands of the activity. I'm beginning to understand the importance of resilience to complete a challenging task

Level 2

Skills and techniques	I can perform using the correct technique & select the appropriate skill.
Rules and tactics	I know the rules but I occasionally get them wrong, especially in game situations.
Analyse a performance	I can observe a performance and evaluate strengths and weaknesses using basic terminology but require help to correct faults.
Healthy active lifestyles	I can explain why exercise is important to my health and fitness.
Developing/understanding fitness	One area of my fitness is developed and I know how to select and apply an appropriate training method. I can design and perform a simple PEP. I am determined to succeed and beginning to show resilience to complete.

Level 3

Skills and techniques	My technique is generally good, but can break down under pressure. I have the necessary skills to perform at an appropriate level.
Rules and tactics	I can apply the rules to the relevant activity.
Analyse a performance	I can identify strengths and weaknesses in performances using some correct terminology. I can suggest basic improvements to develop performance.
Healthy active lifestyles	I understand how an active, healthy lifestyle can benefit my fitness & wellbeing.
Developing/understanding fitness	More than one area of my fitness is developed to cope with the demands of the activity. I can perform and plan a simple PEP based on my existing levels of fitness. I can differentiate between methods of training and lead a session to a small group. I am determined to succeed, and I keep going in most challenging situations.

Level 4

Skills and techniques	My technique is consistently good and my skills are of a high standard.
Rules and tactics	I know the rules and rarely make mistakes. I could officiate with some support.
Analyse a performance	I can confidently evaluate strengths and weaknesses, using correct terminology, in my performance and that of others.
Healthy active lifestyles	I can describe how exercise benefits health and can share this information with a small group.
Developing/understanding fitness	I can implement both methods and principles of training to improve my fitness and that of others. I can perform and plan a detailed PEP with assistance based on my existing levels of fitness. I am determined to succeed in all challenging situations, and I can occasionally help others to complete a task.

Physical Education @ DHS

KS3 PE Examinations

To prepare students for the possibility of studying GCSE PE and to reflect upon their learning throughout the year, each year group sit a written examination within PE, during the formal examination week. To help students prepare for their examination the following revision sheets will be available before each exam:

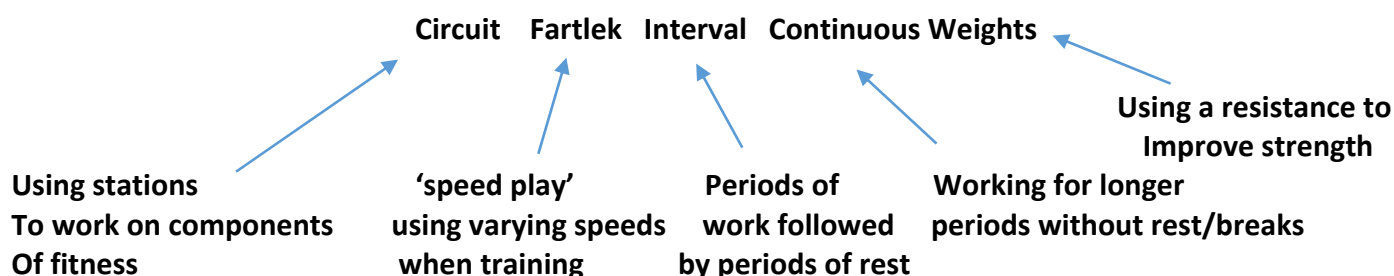
Components of fitness

The following terms are used in all of our curriculum activities. There are also fitness tests which are linked to each term.

Component of fitness	Definition	Fitness test link
Cardiovascular fitness	'The ability to exercise the entire body for long periods of time.'	12 Min Cooper run
Flexibility	'The range of movement around a joint.'	Sit and reach test
Body Composition	'The percentage of body weight that is muscle, fat and bone.'	N/A
Muscular strength	'The amount of force a muscle can exert against a resistance.'	Hand grip dynamometer
Muscular endurance	'The ability to use voluntary muscles many times without tiring.'	1 min sit up/press up test
Agility	'The ability to change direction quickly and under control.'	Illinois agility test
Balance	'Being able to maintain your centre of gravity.'	Standing stork test
Speed	'How quickly you can cover a distance.'	30m Sprint
Reaction time	'How quickly you can respond to a stimulus.'	Ruler drop test
Co-ordination	'Using two or more body parts at the same time.'	3 ball juggle
Power	'The ability to undertake strength performances quickly.'	Standing/vertical jump

Methods of training

These are various ways in which we can train and you have covered them in your fitness lessons this year. Learn what each of them means.



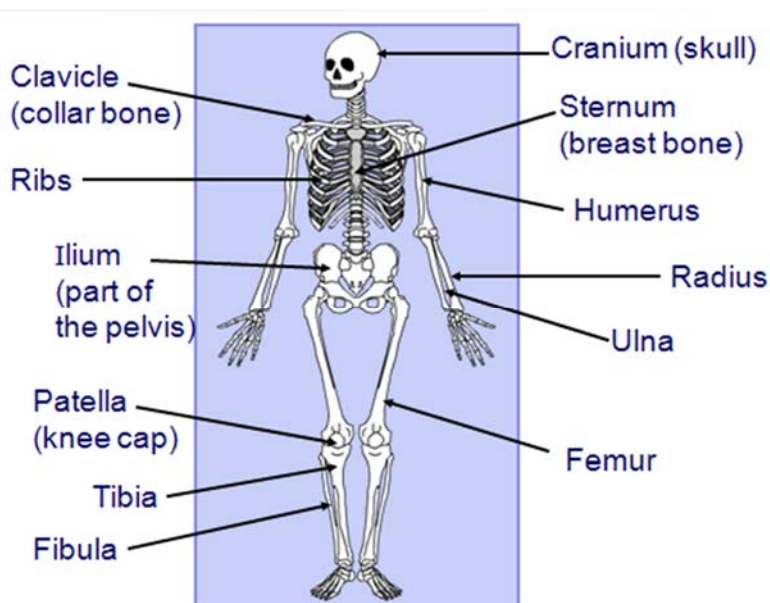
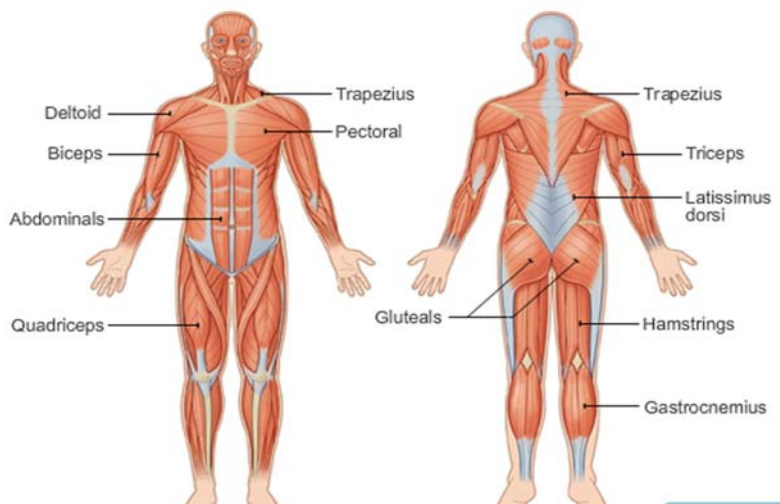
Other ways to train

AMRAP – stands for **A**s **M**any **R**ounds **A**s **P**ossible. The aim is to complete as many rounds of various exercises as you can in a set time.

EMOM – stands for **E**very **M**inute **O**n the **M**inute. Completing a set actions on the minute, every minute for the allocated time.

Bones and Muscles

Learn where these are on the human body so you can label a diagram.



Benefits of taking part in Physical Activity

There are Mental, Social and Physical reasons – the main ones for each category are:

Mental: to relieve stress. **Social:** to meet friends. **Physical:** to lose weight

Other factors which are linked to a healthy lifestyle and safety

Regular sleep, balanced diet, No Smoking/Alcohol, allowing rest and recovery time, warm up and cool down, wearing correct equipment, following the officials and activities rules.

Religious Education @ DHS

In RE we ask
about...

Beliefs – **WHAT** people believe
(Theology)

Believing

So that we can
*understand
why people
experience the
world*

Teachings – **WHY** they believe it
(Philosophy)

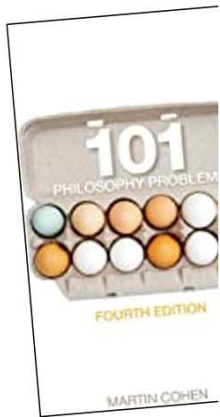
Thinking

*differently and
the impact this
has on people's
lives.*

Practices – **HOW** people's beliefs impact lives
(Human & Social Sciences)

Living

Read more around Religious Education



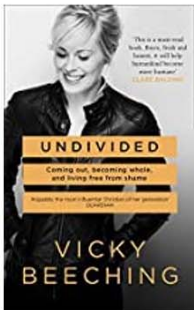
If you're interested in Philosophy (and exercising your brain!), read **101 Philosophy Problems**.

This book introduces philosophy in an entertaining, stimulating way. Using philosophical puzzles, conundrums and paradoxes he skilfully unwraps some of the mysteries of the subject, from what we know - or think we know - to brainteasing thought experiments about ethics, science and the nature of the mind.



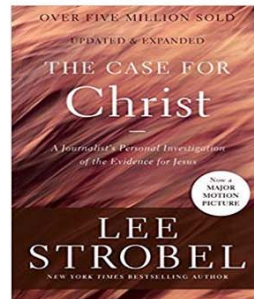
If you're interested in seeing how religious beliefs can change someone's life, read **Run Baby Run**.

A childhood overshadowed by spiritualism in his Puerto Rican home preceded a harsh and violent adolescence as the leader of one of New York's toughest street gangs. Chilling scenes of knife fights, torture and murder dominated the life of a young man proud and feared on the outside, but inwardly running scared.



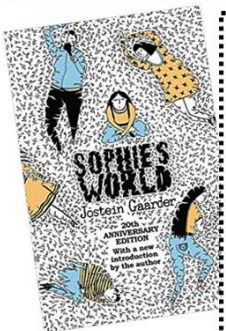
If you're interested in Christianity and LGBTQ+, read **Undivided**.

This poster girl for evangelical Christianity lived with a debilitating inner battle: she was gay. The tens of thousands of traditional Christians she sang in front of were unanimous in their view - they staunchly opposed same-sex relationships and saw homosexuality as a grievous sin. Vicky knew if she ever spoke up about her identity it would cost her everything.



If you're interested in arguments about the existence of Jesus, read **The Case for Christ**.

This book cross-examines a dozen experts with doctorates from schools such as Cambridge, Princeton, and Brandeis, asking hard-hitting questions - and building a captivating case for Christ's divinity.

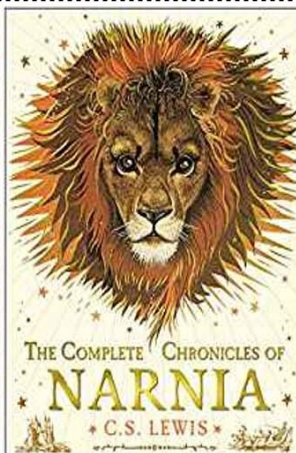


If you're interested in moral decision-making, read **Sophie's World**.

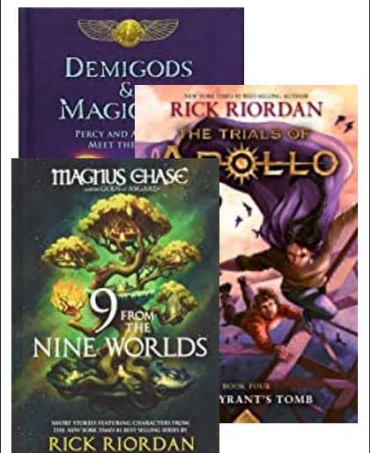
This book sets out to draw teenagers into the world of Socrates, Descartes, Spinoza, Hegel and all the great philosophers. A brilliantly original and fascinating story with many twists and turns, it raises profound questions about the meaning of life and the origin of the universe.

If you're interested in seeing the Christian story through a different lens, read... **The Chronicles of Narnia**.

Four adventurous siblings—Peter, Susan, Edmund, and Lucy Pevensie—step through a wardrobe door and into the land of Narnia, a land frozen in eternal winter and enslaved by the power of the White Witch. But when almost all hope is lost, the return of the Great Lion, Aslan, signals a great change . . . and a great sacrifice.



If you're interested in mythology and polytheistic religions, read anything by Rick Riordan.



RE At Debenham High

YEAR SEVEN

Why do people see the world differently?

Thinking philosophically

How and why do Hindus do worship?

How do holy books inspire action?

Who was the Buddha?



YEAR NINE

Who Am I?

How does a Muslim fulfil their deen?

Do we live in an equal world?

Should all humans be stewards of the earth?

Who is Jesus?

Good without God?

Why is it hard to believe in God?



GCSE

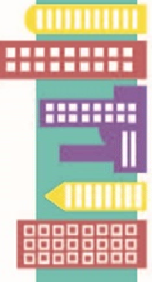
YEAR TEN

Crime & Punishment

Christianity: Beliefs & Teachings

Christianity: Practices

Relationships & Families



YEAR ELEVEN

Judaism: Practices

Peace & Conflict

Judaism: Beliefs & Teachings

Human Rights & Social Justice

BEYOND DEBENHAM

- THEOLOGY DEGREE
- SOCIOLOGY A LEVEL
- PHILOSOPHY DEGREE
- PHILOSOPHY A LEVEL
- SOCIAL SCIENCES DEGREES
- RELIGIOUS STUDIES A LEVEL

RE LEARNING GOAL

To understand why people experience the world differently and the impact this has on people's lives

KEY QUESTIONS

What do people believe?
 Why do people believe what they believe?
 How does someone's belief impact on their life and the lives of others?

KEY SKILLS

Textual analysis, Evaluating viewpoints, Critical thinking, Discussion and debate, Empathy, Interpreting information, Citizenship

Rewards

Commendations and Merits – Lower School

Lower school (Year 7, 8 and 9)

Bronze certificate	20 commendations or more
Silver certificate	35 commendations or more
Gold certificate	50 commendations or more
Platinum certificate	75 commendations or more

Students are presented with certificates by the Head of Year at termly Achievement Assemblies. All students who achieve a GOLD certificates will be entered in a prize draw for an iPod Shuffle.

Commendations are recorded in your log book and can be awarded for the following:

Academic Achievement

- 5 Credits in one subject - logged in a student's exercise book by the subject teacher.
- One outstanding piece of work in a subject – assigned by classroom teacher.
- Progress made in Interim Reports and Full School Reports – assigned by Form Tutor.

Behaviour and Attitude

- No negative or critical notes in Log Books throughout a Half Term – assigned by Form Tutor.
- Improved behaviour over a Half Term – assigned by Head of Year or Form Tutor.

Attendance and Punctuality

- 100% attendance throughout a Half Term – assigned by Form Tutor.

Contribution to the School Community

- Representing the school in any way, eg sports teams, music groups, chess - assigned by the organiser of the event.
- Participating in school assemblies – assigned by the Senior Leadership Team (SLT).
- Helping at Parent/Carer Evenings – assigned by SLT.
- Involvement in School Council or Peer Mentoring – assigned by the Pastoral Assistant and relevant member of SLT.
- Regular attendance at Extra-curricular Clubs – assigned by club leader.
- Involvement in House Activities – assigned by Form Tutor or School Sport Coordinator.

KS3 Commendations - Autumn Term - **1ST HALF TERM**

No	SUBJECT	REASON	TEACHER SIGNATURE	DATE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Commendations for Autumn First Half Term _____

KS3 Commendations - Autumn Term - 2ND HALF TERM

No	SUBJECT	REASON	TEACHER SIGNATURE	DATE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Commendations for Autumn Second Half Term _____

KS3 Commendations - Spring Term - **1ST HALF TERM**

No	SUBJECT	REASON	TEACHER SIGNATURE	DATE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Commendations for Spring First Half Term _____

KS3 Commendations - Spring Term - **2ND HALF TERM**

No	SUBJECT	REASON	TEACHER SIGNATURE	DATE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Commendations for Spring Second Half Term _____

KS3 Commendations - Summer Term - **1ST HALF TERM**

No	SUBJECT	REASON	TEACHER SIGNATURE	DATE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Commendations for Summer First Half Term _____

KS3 Commendations - Summer Term - **2ND HALF TERM**

No	SUBJECT	REASON	TEACHER SIGNATURE	DATE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Commendations for Summer Second Half Term _____ **Whole Year Total** _____

The Debenham Award – Upper School

The Debenham Award aims to encourage consistency of achievement across of range of subjects and broader achievements of the school. Good academic work, attendance, extra-curricular engagement and good conduct will all be needed to achieve each stage of the award.

Rewards will be given for:

Subject Commendations

Exceptional performance above Goal grade in a milestone or End of Unit test

Additional work on an extended project

5 credits in the subjects that award them in the Upper School

Where a teacher feels a sustained effort has been demonstrated.

Attendance Commendations

Awarded every half-term by Form Tutors if attendance of 98% or above is achieved.

Behaviour Commendations











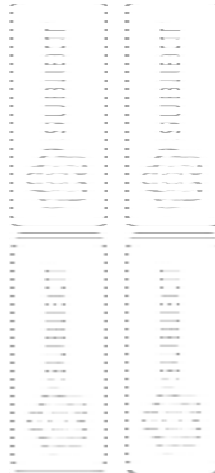




Awarded every half-term by Form Tutors if no comments about poor behaviour, homework or equipment obtained.

Extra-curricular Commendations


Awarded by staff for regularly attending a club or catch-up session, helping at Open Evening, participating in a school play or concert or representing the school in a sports event.



Debenham High School – KS4 Award Bronze, Silver and Gold

	Subject	Attendance	Behaviour	Extra curricular	Award achieved
Bronze					
Silver					
Gold					




PLATINUM

-  Maths
-  Science
-  PE
-  Option 1
-  Option 3

-  English
-  PSHE
-  RE
-  Option 2
-  Option 4

ADDITIONAL

-  Extra
-  Extra
-  Extra

-  Extra
-  Extra
-  Extra

Important Information

Important Information A to Z

The following contents are presented in an A to Z style for ease of reference and we hope will give you information on some key aspects of life in Debenham High School. If you have any queries with regard to any information enclosed or if there is anything that you want to know that we have missed out, please do not hesitate to contact us.

Absence from School

All absence from school must be reported, either in the Log Book or by letter or by a telephone call to 01728 860213.

- Absences may be authorised by the school in the following circumstances:
- Educational visit / School trip
- Exclusion
- Annual family holiday (maximum 5 days per academic year, only if agreed in advance; please see Attendance Policy on the school website for details)
- Interview, eg with prospective employer or new school
- Illness
- Medical / dental appointment
- Sporting activity (approved by school)
- Work experience
- Funeral of close family members
- Day of religious observance (Headteacher to be informed in advance).

The school strongly discourages parents/carers from taking their children out of school for a holiday, especially during Years 10 and 11 as GCSE coursework is undertaken throughout these years. Family holidays should, wherever possible, be taken during school holidays. If, in exceptional circumstances, you need to request permission for your child to accompany you on an annual family holiday during term time, you should complete and return a holiday application form, which is available on our website, at least SIX weeks in advance of the holiday. The form must be accompanied by a letter clearly stating the reason why the holiday cannot be undertaken in school holiday time. Financial/economic reasons, availability of accommodation, ease of travel are not considered acceptable reasons to grant leave of absence. See Attendance Policy on our website for further details.

Bullying

Bullying is unacceptable and is not tolerated at Debenham High School. It is important that, if started, it is quickly stopped. If you are being bullied or you know that someone else is being bullied the best thing is to tell someone. All teachers are prepared to listen sympathetically. If you do not feel able to speak directly to a teacher you may post a note to Mrs Keeble in Pastoral Support.

Bullying can take different forms, and is often directed at a certain individual because of his/her race, religion, gender, sexuality, disability or culture. This type of discrimination is an example of prejudice related bullying and it is important that it is reported to the Pastoral Team in one of the ways detailed above.

Change of Contact Details

The School Office must be informed immediately of ANY change of address, contact telephone number (including mobile) and e-mail address. Ask at the Office for a Data Collection Sheet.

Equality & Diversity

Debenham High School is committed to the elimination of unlawful prejudice related discrimination and to the promotion of equality for all, including race, gender, disability, sexuality, culture & religion. Diversity is valued within this school. Our Equality policies and schemes are available on the school website.

Health and Safety

Pupils, in accordance with their age and aptitude, are expected to:

- Exercise personal responsibility for the health and safety of themselves and others.
- Observe standards of dress consistent with safety and hygiene.
- Observe all health and safety rules of the school and in particular the instructions of staff given in an emergency.
- Use and not wilfully misuse, neglect or interfere with items provided for pupils' health and safety
- Not bring food into school which contain nuts.

House System

There are five houses – Da Vinci (White), Owens (Gold), Curie (Green), Nelson (Blue) and Austen (Purple)

House competitions in numerous sporting events are held each year; including netball, football, cross-country, hockey and athletics (Sports Day). In addition there will be non-sporting activities taking place during lessons throughout the year.

Commendations awarded to pupils also count towards the final House Competition.

Illness and Accidents

If you feel unwell or have an accident you **MUST** tell a teacher straight away. Normally you will be sent to the School Office where a trained First Aider will take care of you. If you are too ill to remain at school or if hospital treatment is necessary your parent/carer will be contacted to make suitable arrangements. **PUPILS MUST NOT CONTACT PARENTS/CARERS THEMSELVES.**

The Medical Room is not to be used without the prior knowledge of office staff. If you need to be in the medical room you must report to the office to be signed in.

Learning Platform, Teams and use of the internet - pupil rules

Both the Internet access and the Learning Platform provided by the school are an additional learning resource and all use should be of an educational nature.

The computer equipment provided by the school should be treated with respect and not tampered with.

Parent/Carer permission is required for in-school Internet use and it is assumed that both parents/carers and pupils will honour the agreement forms they have signed.

In order to protect themselves and others, students should never reveal their complete name, address or any other personal information, including photographs, which might identify them on the Internet.

When using e-mail, forums, blogs, messaging facilities and web space provided by the school, students are to communicate with respect for others. They are ambassadors for the school and should observe the standards expected within school. They should avoid including material that may cause offence or nuisance to any person and should immediately report any similar material received by them.

Pupils cannot assume that information found on the Internet/Learning Platform is necessarily correct and should check the validity of the information or the site with a member of staff before using it in their work. Pupils should not actively seek unsavoury material on the Internet or via email, and should report any they find to a member of staff immediately.

Failure to comply with these rules is likely to result in the following measures (although more serious offences will be treated with appropriate severity):

First Offence:

Letter home and a ban from the Computer Room at lunch times and from Internet use for up to half a term.

Second Offence:

Letter home, ban for half a term and internal suspension.

Third Offence:

Letter home, fixed term exclusion.

Persistent Offenders will be considered for permanent exclusion.

Leaving the school site

You will normally only be allowed to leave the site at lunchtime if you have a written request from your parent/carers in your Log Book for you to go to your own home for lunch. Notes must be dated and signed by your parent/carers and then presented to a member of SLT to countersign. You must sign out at the School Office before you leave. When you return to the school for afternoon registration you must report to the School Office to sign in.

Pupils may only go to the Leisure Centre for a school-organised activity.

Under NO CIRCUMSTANCES should you leave the school site or go home without permission.

Lost Property

Lost property should be handed in to the School Office without delay. If you lose something please enquire at the School Office. Items should not be left in the PE changing rooms. Please ask a member of the PE department for assistance if you lose PE kit. All uniform must be named.

Medicines

If you suffer from any ongoing condition such as asthma, or an allergy, please let the school know so that we may be prepared. Medical forms, available from the school office, outline the procedure to be followed if your parent/carer wishes you to be given prescription medication during school hours. This form also needs to be filled in if you suffer from headaches or migraine and your parent/carer wishes you to have access to specific medication. A responsible adult must bring the medication in to the School Office in a secure container clearly marked with your name. The medication will be locked away and issued as prescribed. Should you need to carry your own medicine whilst in school a Medical form must be completed by your parent/carer.

It is against school policy to dispense pills for headaches without permission from home. Your parent/carer should notify the school office should they wish you to be allowed to take Paracetamol.

Peer Mentoring

Pupils from Years 9, 10 & 11 have been trained to be Peer Mentors. Peer Mentors are pupils who are willing to support and help other pupils in many different areas in school. They are easily identified by the badge they wear. Peer Mentors are always out and about at break and lunch times. If you would like help from a Peer Mentor or just a chat, let Mrs Keeble or your Form Tutor or Head of Year know. More information is available on the Peer Mentor Notice Board in the Covered Way.

Safeguarding Children (Keeping children safe and child protection)

Debenham High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, governors, visitors and volunteers to share this commitment. Our safeguarding policy is available on the school website.

Severe Weather

In the event of severe weather information about the possible closure of the School will be sent to parents via email and text message. It will also be placed on the school website, broadcast on Radio Suffolk and can also be seen on the Suffolk County Council Website. A message will be left on the school answering service.

Signing in/late arrival

If you arrive late for school you must always report to the School Office to sign in. At all other times the front entrance is for staff and visitors' use only. Except when the security gates are locked, pupils must use the entrance in the covered way

Signing Out/medical appointments

It is best to make medical appointments outside school hours. If you must leave school during the day you must have a note from your parent/carer in your Log Book, ask your Form Tutor to sign it, then show it at the School Office when you sign out. Office staff will not permit you to leave school unless you have a signed note in your Log Book.

Key Dates

AUTUMN TERM

1 September, 2 September & 2 December 2022 - Staff training days

5 September 2022 – 16 December 2022

(Half Term – 24 October to 28 October)

SPRING TERM

3 January - Staff training day

4 January 2023 – 31 March 2023

(Half Term – 13 – 17 February 2023)

SUMMER TERM

21 July – Staff training day

17 April 2023 – 20 July 2023

Monday 1 May - Bank Holiday

(Half Term – 29 May – 2 June 2023)

Progress Evenings

Year 7 12 January 2023

Year 8 16 March 2023

Year 9 7 December 2022

Year 10 1 February 2023

Year 11 3 November 2022

Year	Autumn Term	Spring Term	Summer Term
7	Interim 12 December 2022	Interim 30 March 2023	Annual 14 July 2023
8	Interim 25 November 2022	Interim 3 March 2023	Annual 3 July 2023
9	Interim 25 November 2022	Annual 2 March 2023	Interim 13 July 2023
10	Interim 8 November 2022	Interim 10 March 2023	Annual 22 May 2023
11	Interim 21 October 2022	Annual 3 February 2023	

Contacting us

Senior Staff

Headteacher:	Mr S Martin
Deputy Headteacher:	Miss S. McBurney
Assistant Headteacher:	Mrs L Ramsay
Assistant Headteacher:	Mrs C Schmidt
School Business Manager:	Mrs T Wilmott
Head of Year 7:	Mrs J Jude
Head of Year 8:	Mr S Trevorrow
Head of Year 9:	Miss T Goodwin
Head of Year 10:	Mr D McMillan
Head of Year 11:	Mr K Cook
Head of Art, Design and Technology:	Mrs L Carr
Head of English:	Mrs J Farrow
Head of Geography:	Mrs J Wilson/Mrs L Farrell
Head of History:	Mrs H Spurling
Head of Languages:	Mrs K Morton
Head of Mathematics:	Miss L Hagley
Head of PE:	Mr N Mitchell
Head of RE:	Mr M Cobbold
Head of Science:	Mr S Rockett
Head of Special Educational Needs:	Mrs A Scott

Form Tutors

Year 7

7A	Mr E Geronimo
7C	Mr S Rinaldi
7D	Miss A Hunter
7N	Miss L Hagley
7O	Mrs S Phaup

Year 8

8A	Miss K Saunders
8C	Miss A Floyd
8D	Mrs K Morton
8N	Mrs B Makudo
8O	Mrs S Bolton

Year 9

9A	Mr M Hardcastle
9C	Mrs G Wilkinson
9D	Mrs S Watson
9N	Mr N Mitchell
9O	Miss E Love

Year 10

10A	Mrs J Wilson/Mrs L Farrell
10C	Mr D Finegan
10D	Mr S Rockett
10N	Mr K Tapscott
10O	Mrs J Farrow

Year 11

11A	Mrs H Spurling
11C	Mr M Cobbold
11D	Mr C Hadwen
11N	Mr J Webb
11O	Mrs L Carr

Map of the School





**Debenham High School
Gracechurch Street
Debenham
Stowmarket
Suffolk
IP14 6BL**

Telephone: (01728) 860213

E-Mail: office@debenhamhigh.co.uk

Website: www.debenhamhigh.co.uk