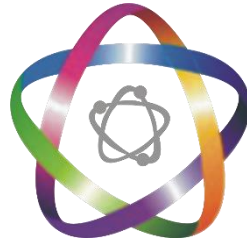


Log Book

Debenham High School



2022-23

Name:

Form group:

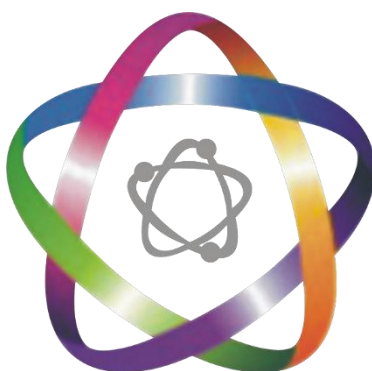
House:

Place your timetable here

Head of Year:

Form Tutor:

Locker Number:



“Treat others as you would like to be treated”



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 with you 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 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 5.9.2022

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 parents'/carers' 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/carer)

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/carer 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 office 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 2022-23

Head Girl	Abi Woodhouse
Head Boy	Gethin Harries
Deputy Head Girl	Lottie Bewley
Deputy Head Boy	Toby Townsend

Senior Prefects

Green Team	Alice Blackburn & George Smith
Communications	Toby Townsend & Gethin Harries
Emotional Health	Emmy Cooper & Fern Keough
Community Cohesion	Ellie Hall & Abi Woodhouse
School Houses	Lottie Bewley & Evan Hearn
School Sport	Todd Dyer & Barney Hubert
Learning Leaders	Naomi Nyandebvu & Alanna Demicoli-Keeling

House Captains

Austen

- Rubens Lindley
- Lexi Foster
- Barney Hubert

Curie

- Sainte Murray
- Alanna Demicoli Keeling
- Naomi Nyandebvu

Da Vinci

- Elliott Whayman
- Fern Keough
- Raquel Jackson

Nelson

- Emmy Cooper
- Ethan Crane
- Toby Ramsden

Owens

- Gethin Harries
- Edith Smith
- Joe Tapscott

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.



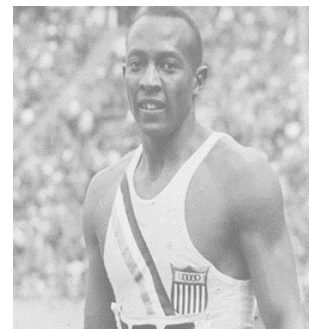
Nelson House

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: _____

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.	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 not remedied and parents informed.	Escalation to After School then Isolation if continued defiance of staff

		Parents informed and asked to address the issue		
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.

School Uniform Expectations

All students –



School Branded Items of Uniform

- White reverse blouse (with collar) or white shirt which must be worn with a House tie.
- Any generic shirt/blouse should conform to the Price and Buckland specification. The top button of the shirt must be done up.
Blouse/shirt should not be tight fitting, and should be long enough to remain tucked into waistband.
- School Logo'd jumper
- A House tie, available as a traditional or clip on tie.
- Plain logo'd black school specific skirt which sits at or just above the knee. No other skirt is permitted.
- or full length plain black trousers, that are indistinguishable from the Price and Buckland website.
Trousers worn that do not conform to this specification will not be permitted.
The bottoms of the trousers must meet the shoe.
- Or logo'd tailored shorts, no other shorts are permitted.
- Black blazer with the school logo (optional).

Generic Items

- Plain black belt (optional), plastic or leather with no studs or decoration
- Plain black, grey or white socks or black/natural tights must be worn
- Black smart leather flat shoes (not trainers or trainer-like, boots, sandals, sling backs or canvas – see website for photographs to exemplify). **No brand names or logo's should be visible.**
- Discreet make-up only in upper school, no nail varnish should be worn by any students.
- Plain white T-shirts may be worn under the school shirt during the winter months, but should not be visible at the neckline or cuffs. Undergarments should not be visible.
- Hairstyles should not be exaggerated or attract undue attention and colours should be natural.
No haircuts below grade 2.
- We discourage the wearing of jewellery, but the following are acceptable:
 - a single plain stud per ear in lower lobe;
 - one discrete chain or necklace;
 - one narrow, discreet bracelet or charity band.No rings and no other piercings are permitted.

Excess jewellery will be confiscated including piercings – it is not acceptable to cover this with a plaster or use a retainer. On the first occasion this will be returned to the student at the end of the school day. After multiple confiscations the items will only be returned to a parent or carer.

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 music players

Students are discouraged from bringing any mobile phones or other electrical equipment to school. The school recognises that some parents/carers, for reasons of safety, may wish their daughter or son to bring a 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 or other electrical equipment must be kept switched off and out of sight at all times on the school premises. Any use of phones is 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 using a device at school it will be confiscated. 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

Revision is best planned to fit into four stages:

Stage 1 - Make revision materials

This could be revision cards; a mind map; lists; podcasts. Ensure these are well presented – you may find using pictures or colour coding useful.

Stage 2 - Learn the material

You need to spend time memorizing the information – read it aloud; write information out again. Check you learn key vocabulary – spelling and meaning

Stage 3 - Answer questions to test knowledge - mainly factual recall

Test yourself on revision cards; re-write a mind map or poster to include what you can remember in one colour and then add other information when re-reading notes. Do practice questions.

NB – You may need to repeat Stages 2 and 3 more than once

Stage 4 – Assessment



WRITE.
REVISE.
REPEAT.

Learning Behaviour 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:

1	2	3	4	5
Outstanding	Good	Meeting Minimum Expectations	Inconsistent	Unsatisfactory
Proactive Learner (inside and outside of lessons)	Proactive Learner (within lessons)	Reactive Learner	Passive Learner	Not invested in learning
Engages fully in lessons	Engages well in lessons	Engages in lessons	Inconsistent engagement in lessons	Little engagement in lessons
Takes full responsibility for their learning	Takes responsibility for their learning	Takes responsibility for their learning most of the time	Doesn't take responsibility for their learning	Doesn't take responsibility for their learning/behaviour
Embraces challenge	Enjoys challenge	Embraces challenges when suits interests	Only meets challenge when directed	Avoids challenge
Consistently completes homework to the best of their ability	Consistently completes homework to a good standard	Consistently completes homework	Usually completes homework	Never completes homework
Consistently fully equipped for learning	Consistently fully equipped for learning	Usually fully equipped for learning	Not always equipped to learn	Rarely equipped to learn
Behaviour enhances their own and others' learning	Behaviour is beneficial to their own learning	Behaviour allows for progress but not optimally	Behaviour sometimes impairs learning	Behaviour often impairs learning
Makes rapid progress	Makes good progress	Makes steady progress	Makes limited progress	Limited evidence of progress
Always interacts positively with staff and students	Always interacts positively with staff and students	Interacts positively with staff and students	Sometimes interacts positively with staff and students	Rarely interacts positively with staff and students

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/rowe d
cell/sell	in/inn	pain/pane	tail/tale	sent/scent/cent
cereal/serial	key/quay	peace/piece	through/threw	sew/so/sow
dear/deer	knight/night	place/plaice	vain/vein	their/they're/the re
fate/fete	know/no	plane/plain	waist/waste	too/two/to
flour/flower	leak/leek	read/reed	week/weak	you/ewe/yew

Words that I need to think about

The 2022-23 Reading Log

1.

Title:

Author:

Your rating 
1 2 3 4 5

2.

Title:

Author:

Your rating 
1 2 3 4 5

3.

Title:

Author:

Your rating 
1 2 3 4 5

4.

Title:

Author:

Your rating 
1 2 3 4 5

5.

Title:

Author:

Your rating 
1 2 3 4 5

The 2022-23 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 5th September 2022

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Love your neighbour as yourself. Mark 12:31

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

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

Week beginning Monday 12th September 2022

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Whoever walks in integrity walks securely, but whoever takes crooked paths will be found out Proverbs 10:9

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

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

Week beginning Monday 19th September 2022

PSHE: Mon 1

Day	Homework set	Date Due	
Monday			✓
Tuesday			
Wednesday			

Quote of the week – Not so with you. Instead, whoever wants to become great among you must be your servant, Mathew 20:26

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 – Whoever conceals their sins does not prosper, but the one who confesses and renounces them finds mercy. Proverbs 28:13

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 – 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/carers) _____ Signed (Tutor) _____

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – This is what the LORD Almighty said: ‘Administer true justice; show mercy and compassion to one If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it. 1 Corinthians 12:26

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 – This is what the LORD Almighty said: ‘Administer true justice; show mercy and compassion to one another. Zechariah 7:9

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 – Guard my common good: Do what's right and do it in the right way. Isaiah 56:1

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 – Rejoice with those who rejoice, and weep with those who weep. Romans 12:15

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 – Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. Colossians 3:13

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 it is possible, as far as it depends on you, live at peace with everyone.

Romans 12:18

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Large empty rectangular area for parent/teacher comments.

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

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – My command is this: Love each other as I have loved you. John 15:12

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Large empty rectangular area for writing comments.

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

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

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

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 – 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)

Blank area for parent/carers and teachers to provide comments and absence notes.

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

Homework Recording Spring Term

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Greater love hath no man than this, that a man lay down his life for his friends.

John 15:13

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Large empty rectangular area for parent/teacher comments.

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

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Be kind to one another. Ephesians 4:32

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 – In everything I did, I showed you that by this kind of hard work we must help the weak, remembering the words the Lord Jesus himself said: ‘It is more blessed to give than to receive. Acts 20:35

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 – Above all, love each other deeply, because love covers over a multitude of sins. Peter 4:8

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Large empty rectangular area for writing comments.

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

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Anxiety weighs down the heart, but a kind word cheers it up. Proverbs 12:25

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Blank area for parent/teacher comments.

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

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Each of you should give what you have decided in your heart to give, not reluctantly or under compulsion, for God loves a cheerful giver. Corinthians 9:7

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 I tell you, love your enemies and pray for those who persecute you, that you may be children of your Father in heaven. Matthew 5 44-45

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 – For it is by grace you have been saved, through faith—and this is not from yourselves, it is the gift of God— not by works, so that no one can boast. Ephesians 2:8-9

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 – We who are strong ought to bear with the failings of the weak and not to please ourselves. Romans 15:1

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 – Go, eat your food with gladness, and drink your wine with a joyful heart, for God has already approved what you do. Ecclesiastes 9:7

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Blank area for parent/carers and teachers to provide comments and absence notes.

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

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Give thanks to the LORD, for he is good; his love endures forever. Psalm 118

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Blank area for parent/teacher comments.

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

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

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

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

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

Homework Recording Summer Term

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Learn to do right; seek justice. Defend the oppressed. Take up the cause of the fatherless; plead the case of the widow. Isaiah 1:17

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 – May integrity and uprightness protect me, because my hope, Lord is in you.
 Psalm 25:21

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

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

Week beginning Monday 1st May 2023

PSHE: Fri 3

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Do nothing from rivalry or conceit, but in humility count others more significant than yourselves. Let each of you look not only to his own interests, but also to the interests of others. Philippians 2:3-4

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

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

Week beginning Monday 8th May 2023

PSHE: Fri 4

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Blessed are those who are persecuted because of righteousness, for theirs is the kingdom of heaven. Matthew 5:10

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

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

Week beginning Monday 15th May 2023

PSHE: Fri 5

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go. Joshua 1:9

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 – Sitting down, Jesus called the Twelve and said, “Anyone who wants to be first must be the very last, and the servant of all.” Mark 9:35

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

Large empty rectangular area for handwritten comments, absence notes, or signatures.

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

Week beginning Monday 5th June 2023

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – The end of a matter is better than its beginning, and patience is better than pride.
Ecclesiastes 7:8

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

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

Week beginning Monday 12th June 2023

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – The wisdom of the prudent is to discern his way, but the folly of fools is deceiving.
Proverbs 14:8

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

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

Week beginning Monday 19th June 2023

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – But the Lord is faithful, and he will strengthen you. 2 Thessalonians 3

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

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

Week beginning Monday 26^h June 2023

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – For the Spirit God gave us does not make us timid, but gives us power, love and self-discipline. Timothy 1:7

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

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

Week beginning Monday 3rd July 2023

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – A gentle answer turns away wrath, but a harsh word stirs up anger. Proverbs 15:1

Day	Homework set	Date Due	✓
Thursday			
Friday			

Parent/Carer and teacher comments (including absence notes)

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

Week beginning Monday 10th July 2023

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)

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

Day	Homework set	Date Due	✓
Monday			
Tuesday			
Wednesday			

Quote of the week – Do not be deceived: Bad company ruins good morals. Corinthians 15:33

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

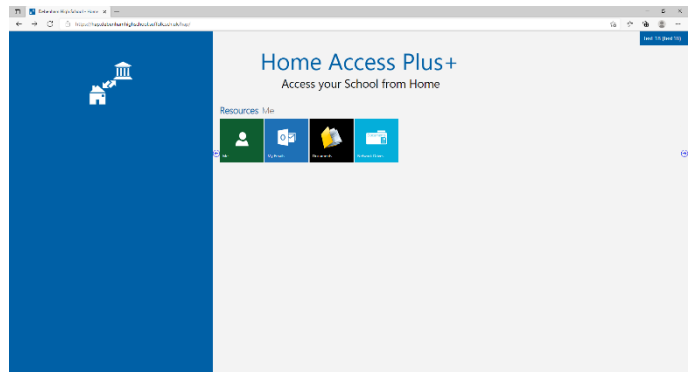
Access School Work @ Home

How do I find it?

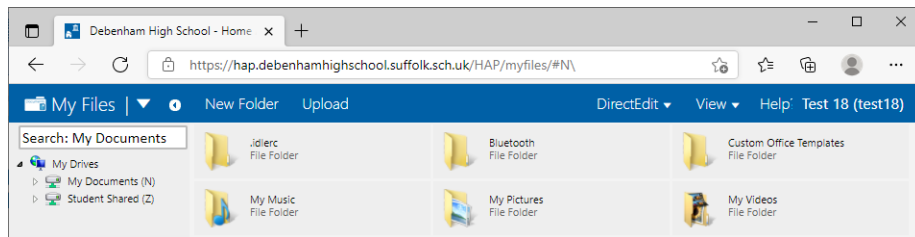
Go to the Debenham High School website - www.debenhamhigh.co.uk
Scroll down to the link on left of page, DHS Learning Platform.

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



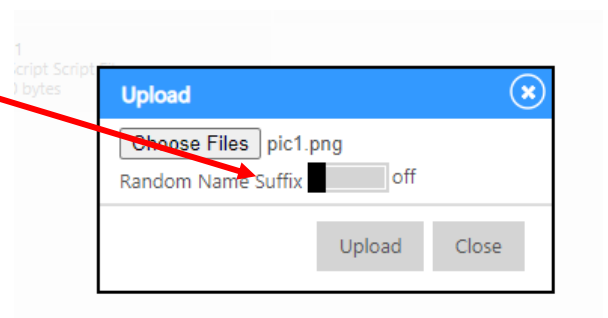
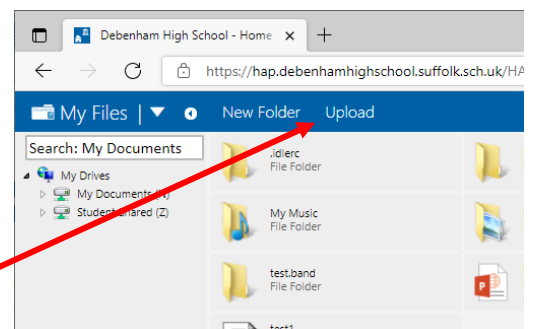
Documents View

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

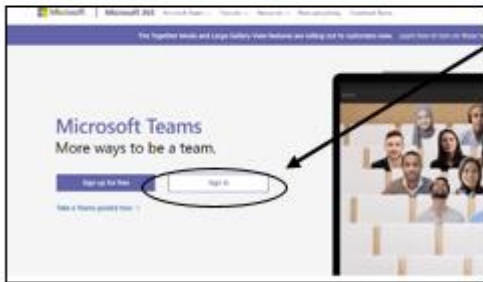
1. Go to the folder you wish it to be put into
2. Click the Upload button
3. Browse to the file or files you wish to upload
4. Click Upload and Close
5. **Alternatively you can drag from a folder on your computer to the school folder**



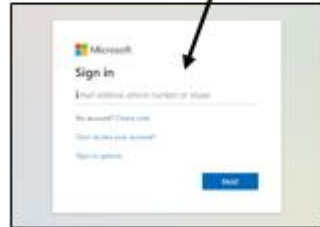
Logging on to MS Teams



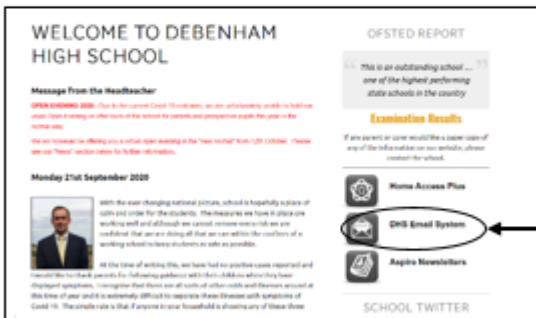
Google MS Teams



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	
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WEBSITE	
USERNAME	NOTES
PASSWORD	

French 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)
(3)

Monté(e/s/es) - Climbed
Retourné(e/s/es) - Returned
Sorti(e/s/es) - Went out
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 +
(4)
Vous vous êtes
ils/elles se sont
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 lève
il/elle/on se lève
Nous nous levons
Vous vous levez
ils/elles se lèvent
Je peux - I can
Tu peux
il/elle/on peut
Nous pouvons
Vous pouvez
ils/elles peuvent
Je dois - I must
Tu dois
il/elle/on doit
Nous sommes
Vous devez
ils/elles doivent
Je fais - I do/make
Tu fais
il/elle/on fait
Nous faisons
Vous faites
ils/elles font
J'ai - I have
Tu as
il/elle/on a
Nous avons
Vous avez
ils/elles ont

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

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

+ infinitive (e.g. faire)

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

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 (doing 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	
		AR	ER/IR	AR	ER/IR	AR	ER	IR	AR/ER/IR	AR/ER/IR	AR/ER/IR
Ends in AR,ER,OR IR		-é -aste -ó -amos -asteis -aron	-í -iste -ió -imos -isteis -ieron	-aba -abas -aba -ábamos -abais -aban	-ía -ías -ía -íamos -íais -ían	-o -as -a -amos -áis -an	-o -es -e -emos -éis -en	-o -es -e -imos -ís -en	-é -ás -á -amos -asteis -aron	voy, vas, va, vamos, vais, van + a + the infinitive	-ía -ías -ía -íamos -íais -ían
SER to be		fui, fuiste, fue, fuimos, fuisteis, fueron	era, eras, era, éramos, erais, eran	...	...sido	soy, eres, es, somos, sois, son	...	...	seré, serás, será, seremos, seréis, serán	e.g. voy a ser	sería, serías, sería, seríamos, seríais, serían
IR to go		same as for 'ser'	iba, ibas, iba, íbamos, ibais, iban	...	...ido	voy, vas, va, vamos, vais, van	...	...	iré, irás, irá, iremos, ireís, irán	e.g. vas a ir	iría, irías, iría, iríamos, iríais, irían
HACER to do		hice, hiciste, hizo, hicimos, hicisteis, hicieron	hacía, hacías, hacía, hacíamos, hacíais, hacían	...	...hecho	hago, haces, hace, hacemos, hacéis, hacen	...	...	haré, harás, hará, haremos, hareís, harán	e.g. va a hacer	haría, harías, haría, haríamos, haríais, harían
TENER to have		tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron	tenía, tenía, tenía, teníamos, teníais, tenían	...	...hecho	tengo, tienes, tiene, tenemos, tenéis, tienen	...	...	tendré, tendrás, tendrá, tendremos, tendréis, tendrán	e.g. vamos a tener	tendría, tendrías, tendría, tendríamos, tendríais, tendrían
PODER to be able to		pude, pudiste, pudo, pudimos, pudisteis, pudieron	podía, podías, podía, podíamos, podíais, podían	...	...podido	puedo, puedes, puede, podemos, podéis, pueden	...	...	podré, podrás, podrá, podremos, podréis, podrán	e.g. vais a poder	podría, podrías, podría, podríamos, podríais, podrían
DECIR to say		dije, dijiste, dijo, dijimos, dijisteis, dijeron	decía, decías, decía, decíamos, decíais, decían	...	...dicho	digo, dices, dice, decimos, decís, dicen	...	...	diré, dirás, dirá, diremos, diréis, dirán	e.g. van a decir	diría, dirías, diría, diríamos, diríais, dirían
VER to see		vi, viste, vio, vimos, visteis, vieron	veía, veías, veía, veíamos, veíais, veían	...	...visto	veo, ves, ve, vemos, veis, ven	...	...	veré, verás, verá, veremos, veréis, verán	e.g. voy a ver	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:

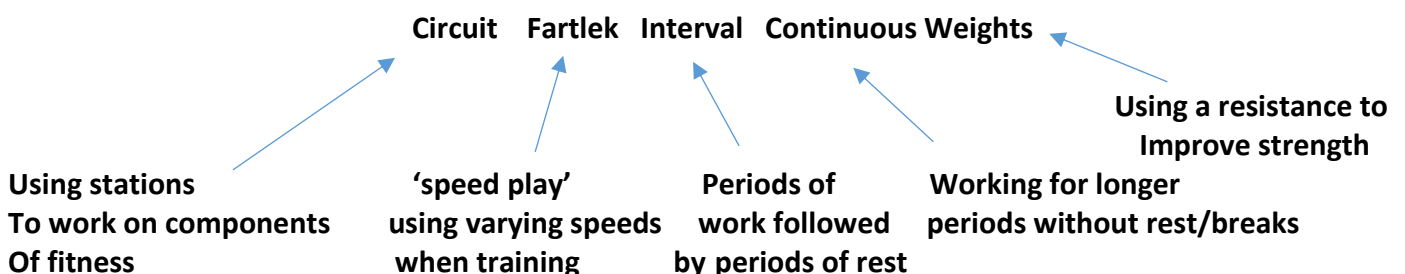
Components of fitness

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.



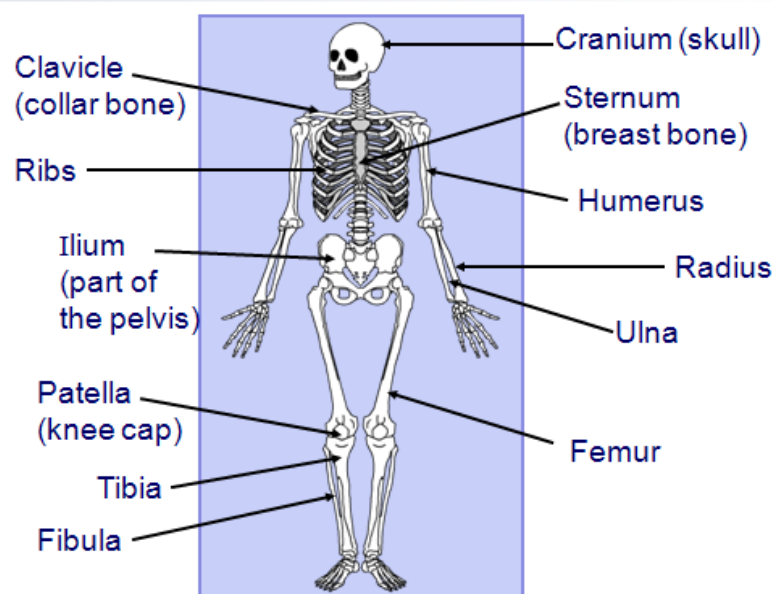
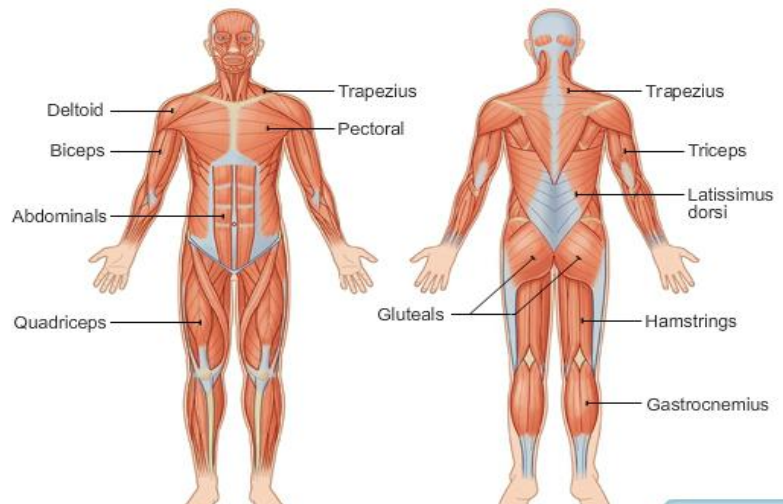
Other ways to train

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.

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
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Commendations for Autumn First Half Term _____

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

No	SUBJECT	REASON	TEACHER SIGNATURE	DATE
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Commendations for Autumn Second Half Term _____

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

No	SUBJECT	REASON	TEACHER SIGNATURE	DATE
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Commendations for Spring First Half Term _____

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

No	SUBJECT	REASON	TEACHER SIGNATURE	DATE
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Commendations for Spring Second Half Term _____

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

No	SUBJECT	REASON	TEACHER SIGNATURE	DATE
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Commendations for Summer First Half Term _____

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

No	SUBJECT	REASON	TEACHER SIGNATURE	DATE
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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	   	 A	 B	 EC	 BRONZE
Silver	   	 A	 B	 EC	 SILVER
Gold	   	 A	 B	 EC	 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 Gridley 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)

Parent/Carer Evenings

Year 7 13 January 2022

Year 8 16 March 2022

Year 9 8 December 2021

Year 10 3 February 2022

Year 11 45 November 2021

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





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