



MONK'S WALK  
SCHOOL

# Monk's Walk School

## Parent/Carer Planner



A practical guide to supporting  
your child's education  
at Key Stages 3 and 4

SEPTEMBER 2020

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## Introduction

This is a vibrant and successful school with a reputation for academic excellence, high quality pastoral care and opportunities that help develop students' joy of life.

We have high expectations of those who join us; we expect students to work hard and insist on the strictest standards of behaviour and conduct. In return, we offer the highest standards of support, encouragement and teaching that our staff can provide.

In short, we want all of our students to flourish and our aim is to bring out the best in everyone. Our School motto is simple:

“Excellence for All”

Kate Smith  
Headteacher

## Communication at Monk’s Walk School

We hope this planner will serve as a useful reference guide to support you and your family as your child thrives and succeeds at Monk’s Walk school. Whilst we have included a number of sections that we feel are relevant to parents and carers, our website serves as a more extensive resource with links for students, parents and carers, and can be accessed via <http://www.monkswalk.herts.sch.uk/>

Parental involvement and support is important to us; as a school, we place significant emphasis on clear communication and collaboration. We work hard to ensure parents and carers are able to keep in touch with the school and feel effectively informed about their child’s progress and the opportunities that exist for them. Whilst we inform parents through letters and are always available in person and via the telephone, we also now use a number of other methods to communicate.

- Monk’s Walk Twitter and Facebook pages. (accessed via the website)  
<https://www.facebook.com/pages/Monks-Walk-School-Official/419327224821266>
- Communication Hub on WisePay – which allows us to generate whole school e-mails or to target year/form groups, individuals or specific distribution groups.
- Parent portal – module of SIMS, our secure online information recording system. You will be issued with login details and can find the login page by clicking on the ‘quick links’ tab on the school website and selecting ‘Parent Links’.

## **Contacting the school to talk about your child**

**There will be times when you will want to speak to someone at school about your child.**

### **TELEPHONE**

If you have anything you wish to discuss concerning your child at school, telephone us and the school receptionist will know who to forward your message to. If the matter is urgent and the person you need to speak to is unavailable, someone will get back to you as quickly as possible.

For routine queries or concerns, we have a policy of getting back to you within twenty-four hours. We will either resolve the issue over the phone or invite you in to school to discuss the matter. The school telephone number is 01707 322846.

### **EMAIL**

Alternatively, an effective way of getting in touch with us is via email.

For general enquiries, or if you are not sure who to speak to, please contact the school office:

[admin@monkswalk.herts.sch.uk](mailto:admin@monkswalk.herts.sch.uk)

### **Meetings in School**

From time to time it may be necessary to arrange a meeting with staff in school. Please do so through contacting the relevant member of staff and arranging a meeting time. We are unable to meet with parents without an appointment so we ask that you only attend school where a meeting has been pre-arranged.

### **Subject Enquiries**

For subject specific matters, please email the school office at [admin@monkswalk.herts.sch.uk](mailto:admin@monkswalk.herts.sch.uk) marked for the attention of the relevant teacher.

### **Pastoral Matters**

To discuss matters such as learning, progress, welfare, behaviour, health, attendance etc., contact your child's tutor in the first instance by emailing [admin@monkswalk.herts.sch.uk](mailto:admin@monkswalk.herts.sch.uk) and marking it for the attention of the relevant member of staff

**Please ensure that we have your email address as part of your contact details and remember to inform us if it changes.**

## The importance of attendance

We are passionate about every student achieving their full potential. Students who are not in school are not learning, they are not able to access the resources and support that we strive to provide. Good attendance is reflected in the on-going improvement in student achievement at Monk's Walk School.

**Each student's attendance rate (published weekly to form tutors) is classified as either green, yellow, amber, pink or red:**

	<b>97-100% no risk</b>
	<b>95-96.9% risk of underachievement</b>
	<b>93-94.9% serious risk of underachievement</b>
	<b>90-92.9% severe risk of underachievement</b>
	<b>0-89.9% Extreme risk court action.</b>

**Good attendance will have a big influence on your child's prospects in adult life.**

**Fact:** Students whose attendance is above 95% will achieve an average of seven or eight GCSE qualifications at grades 9 to 5.

**Fact:** Students whose attendance drops below 97% will risk not being able to achieve seven or eight GCSE qualifications at grades 9-5.

**Fact:** Students whose attendance drops below 90% will attain on average only two or three GCSE qualifications at grades 9 to 5.

**Fact:** If a student misses an average of just two days of school a month their attendance will have dropped into the danger zone of 90%. Attendance figures are published on leavers' references. *Would an employer accept a day's absence every fortnight?*

**Fact:** If a student takes a two-week holiday, their attendance will not rise above 94% for that year. Further absences due to normal illness will take that child's attendance down into the danger zone. This is why the school will not authorise holidays in term time.

**Fact:** A student whose average attendance is 90% will have missed half a year of secondary school education by the end of Year 11.

**Fact:** A student whose average attendance is 80% will have missed a whole year of secondary school education by the end of Year 11.

### How you can help

- Stress to your child the importance of good attendance.
- Know your child's attendance rate. It is published on every school report and in your child's planner.
- Do not take holidays during term time.
- Insist that your child attends school unless they are clearly too ill to do so.

Students with attendance below 95% (under normal circumstances) will not be permitted to go on school enrichment trips or attend the year 11 prom.

## **Absence procedures and first aid**

### **Absence will be authorised for:**

- Illness
- Day set aside for religious observance by the religious body to which the student belongs
- Participation at an approved public performance
- Family bereavement
- Approved off-site educational activity
- Exceptional special occasion e.g. graduation or a family wedding (2 days maximum)

### **Your child must not be kept away from school for:**

- Family holidays
- Looking after brothers or sisters
- Unexceptional special occasions (e.g. a birthday)
- Minding the house
- Visiting relatives
- Long weekends
- Shopping trips

**If you keep your child away from school for any of the above reasons, you are breaking the law.**

### **Holidays during term time**

Recent changes to legislation make clear that head teachers may not grant any leave of absence during term time and no longer have the discretion to allow absence for a family holiday or to agree to extended leave for parents/carers to visit their country of origin. Therefore, the school will **not** authorise absences for holidays.

The legal position is that if a student is taken out of school without permission, this is classified as an unauthorised absence and parents/carers have broken the law. The local authority is prepared to impose Fixed Penalty Notices for absences resulting from holidays.

### **Absence Procedure**

**If your child is unable to attend school through illness, please telephone the school on the morning of each absence using the school's twenty-four hour absence hotline, to explain the reason. (Call 01707 322846 and select option 1). This is in line with our attendance policy, and it reassures us that you are aware that your child is not in school.**

### **First Aid**

If your child is ill, they should report to the student window at break or lunchtime. Students are not permitted to attend during lessons (unless emergency treatment is required). Qualified staff will assess and provide any necessary treatment. If a student needs to go home, staff will telephone a parent/carer to collect the student. Students are not permitted to make such calls themselves.

If your child is required to take medication, this must be in the original packaging and include the information leaflet. Parents should provide a signed written note with clear instructions as to dosage and frequency. Students are not allowed to carry any medication with them, with the exception of inhalers and Epipens. All medication should be handed in to the school office. School staff do not administer medication but will provide supervision for your child to do so.

If a student has an ongoing medical condition, which may require emergency first aid, you will be asked to complete a Care Plan, a copy of which will be provided to ambulance staff in the event of an emergency. Your child's medication will be stored in a locked cupboard in a named envelope or sealable box.

## **Expectations in lessons**

**Your child will experience a number of different types of lessons throughout their school life. Teachers will deliver lessons using a wide variety of approaches and strategies. However, there are certain aspects of learning that your child should experience in every lesson.**

In order to make your child's learning experience adventurous, challenging and aspirational we encourage teachers to be creative in how they deliver lessons. In order to achieve this, we expect certain things from our teachers and from our students to ensure a positive learning experience occurs.

### **Every teacher must:**

- Ensure that your child achieves their potential
- Set clear learning objectives so the student understands the purpose of the lesson
- Provide challenge to your child so they find the lesson difficult but are able to access it
- Be approachable so your child is prepared to ask for help and support
- Set personalised targets that allow your child to progress
- Link skills in their lessons to the skills your child has learnt in other subject areas
- Use assessment to measure the progress that your child has made in the lesson
- Help your child catch up with any work they have missed

### **Your child must:**

- Make as much progress as they can
- Develop good learning habits
- Work together with other students and the teacher to achieve their potential
- Ask for help if they do not understand anything in the lesson
- Show determination to learn when faced with difficult concepts
- Ask for and act on any advice or feedback the teacher gives
- Use skills they have learnt in their other subjects in every lesson where appropriate
- Be organised and ready to learn in every lesson
- Be independent in tackling learning and building on what has been learnt before
- Catch up all missed work

### **Teachers and our students will work together to achieve lessons that are:**

- Adventurous
- Challenging
- Aspirational
- Engaging
- Creative
- Reflective and give students an understanding of how to improve
- Built on prior learning
- Respectful
- Enjoyable

**Most importantly, lessons should allow the students to make PROGRESS.**

### **How you can help:**

- Discuss with your child what their lessons are like in different subjects. Ensure they are having a positive learning experience and are developing good learning habits.
- Contact the department if you have any queries about the lessons your child has in any particular subject area.
- Make use of resources available via our website. Each subject has produced a 'Subject Overview' for each school year. This outlines the knowledge and skills being acquired and developed, which will help your child progress to the next stage of their learning, and also includes ways in which you could support your child. <https://www.monkswalk.herts.sch.uk/517/subject-information>

## The curriculum and subjects studied

It is important for all students to have a balanced and varied curriculum. The curriculum at Key Stage 3 offers a broad base from which students can make informed choices as part of their Key Stage 4 options process. During Year 9, students will decide option subjects to take at Key Stage 4. Parents play a vital role in guiding their child through this process. At Key Stage 5, students can select a variety of subjects and courses available within the Welwyn Hatfield Consortium.

Key Stage 3 (Year 7–9) subjects and allocated hours

Subject	Year 7	Year 8	Year 9
English	3	3	4
Maths	3	3	3
Science	3	3	3
Languages	3	3	2
Geography	1.5	1.5	1.5
History	1.5	1.5	1.5
RE	1	1	1
Art	1	1	1
Design Tech	2	2	2
Computing	1	1	1
Music	1	1	1
PE	2	2	2
Drama	1	1	1
PSCHE	1	1	1

Key Stage 4 (Year 10 and 11) core subjects and allocated hours

Subject	Year 10	Year 11
English	4	4
Maths	3.5	3.5
Science	5.5	4.5
PE	2	2
PSCHE	0	1

Key Stage 4 Optional subjects (*studied for 2.5 hours a week*)

GCSE	GCSE	Vocational courses	College courses
Art	French	Creative iMedia	Animal Care
Computer Science	Geography	Health and Social Care	Art & Design
DT Food and Nutrition	History	Music Practitioners	Child Care
DT Graphics	Music	Sport	Construction
DT Product Design	Physical Education	Travel and Tourism	Hair and Beauty
DT Textiles	Religious Education		Motor Vehicle
Drama	Spanish		

### How you can help

You may wish to find out more about individual subject content and skills using our 'subject overviews'. These are documents produced by the relevant departments, which outline which topics are being studied in each school term. They are available via our website: <https://www.monkswalk.herts.sch.uk/517/subject-information>



## Preparation for Learning (Prep)

Each week your child will receive 'preparation for learning' (prep) tasks. It will be expected that these tasks will be completed in the students' own time in preparation for the next lesson. We have found that this approach enhances student motivation, engagement and progress.

The purpose of preparation for learning is to provide the students with:

- The skills for learning.
- Greater opportunities to develop independent thinking.
- A greater responsibility for their own learning.
- Enhanced levels of progress in each lesson and across series of lessons.

### How will preparation for learning work?

- Your child will be set a preparation for learning task in each subject at least once a week and can be viewed where appropriate on the website Show My Homework (<http://monkswalk.showmyhomework.co.uk/>)
- This task will need to be completed by the set date.
- The teacher will give your child a time limit that the task is to be completed in.
- Try to ensure that your child sticks to these timings so they spend the appropriate amount of time on the task.
- In all research tasks, your child must use the **PLUS Model**. For further information on the PLUS model, please refer to your child's planner.
- The learning that your child does in the preparation for learning task will be used in the next lesson. Your child will need to ensure it is completed by the deadline given and bring that work with them to the appropriate lesson.
- A standing item of Prep you can help your child with is for all students is to review and reflect on the work in the day's lesson by consolidating notes and extending their understanding.
- In the lesson, your child will use the piece of work as part of their learning.

### How much preparation for learning should your child get in each subject each week?

Year group	7	8	9	10	11	Sixth Form
Amount per subject	20 mins	25 mins	30 mins	1 hour	1 hour	4 hours plus independent study time

### How you can help

- Please try to take time to discuss with your child what preparation for learning tasks they have and when these are due.
- Where possible, encourage your child to complete the work on the night it is set – you can use the website Show My Homework to help to keep track of your child's Prep.
- Provide a quiet place and a set time when your child can complete the task to a high standard.
- Look through your child's work so they can show you what they have done and check their learning on the topic.
- If your child is unclear as to the task then encourage them to speak to the teacher to get further guidance.
- Discuss with your child how they used their preparation in lessons each day.
- Please feel free to contact the relevant department if you have any queries about the tasks set or any aspect of preparation for learning.

## **Making use of the student planner**

**Your child will receive a student planner at the start of each year to help them organise their studies. It is also an important means of communication between home and school; it is not a 'secret diary'. The following outlines how you can use the student planner to monitor and support your child.**

**It is a personal organiser, which allows your child to:**

- Record deadline dates for Prep or extra notes about the work that has been set
- Enter important events such as the dates of exams and tests, as well as birthdays and holidays, of course
- Record targets set on the Academic Review Days
- Record and monitor their attendance
- Record their grades from their school reports so they can track their progress throughout the year

**It contains information on:**

- The school's behaviour for learning expectations
- How your child's work will be marked
- The school's dress code and PE kit
- What students must do if they experience or witness bullying

**How can parents use the planner to monitor and support their child's learning?**

- Check their planner alongside Show My Homework each evening for prep and encourage your child to complete it as soon as possible rather than waiting until the deadline date. Contact us if there appears to be little or no prep
- Sign the home school partnership. It's not a legal contract but it signifies the commitment of parents, teachers and students to work together to support your child's learning
- Monitor your child's attendance. If it drops below 95%, it is below average for students at Monk's Walk School.
- Ensure that your child brings their planner to school every day, looks after it and keeps it free from graffiti.

## Marking of students' work

**Your child will receive regular written feedback, which will be used to help them improve their work. This basic guide explains how your child's work will be marked.**

### What will the teacher do in marking the work?

- A piece of work will be marked at least once every 3 weeks.
- At least one piece of work assessed in the 3 week period will be done in depth and provide a target to improve.
- Teachers will only use comments when marking unless the work is formally assessed where a grade may be given.
- One substantial paragraph or section of work will be marked for literacy using the literacy codes.
- It will be clear to the student what the target is to improve the work as these are set on yellow stickers.
- Your child will receive at least one piece of formally assessed work each term. This will be marked in depth to help assess the progress of the student and provide a target that is specific to improving your child's progress.
- Pieces of student work will be identified with Exceptional Progress (EP), Good Progress (GP), Inconsistent Progress (IP), Below Expected Progress (BE) to identify evidence towards student progress on their pathway.
- All targets will be SMART.

**S** – Specific

**M** – Measurable

**A** – Achievable

**R** – Realistic

**T** – Time related

Teachers will use yellow stickers or yellow paper when writing comments and targets to improve. It can be helpful to look for these throughout your child's books and folders.

### What should my child do when they receive feedback from marked work?

- Reflect on feedback given. They should spend time thinking about how they can achieve the targets set.
- Respond to the written target in green pen under or near the yellow target sticker.
- Your child should know their current level in the subject and what they need to do to improve in that subject.
- Act on the feedback from the teacher to show that they have used the feedback and made progress in the subject area.

### What can I do to help my child when they have received feedback from marked work?

- Please take time to have a look at the feedback the teacher has given and discuss with your child how they could achieve the targets.
- Look through your child's work so they can show you how they have achieved the target that was set.
- If your child is unclear as to how to achieve the target, then encourage them to speak to the teacher to get further guidance.
- Please feel free to contact the department if you have any queries about the marking of the student's work or the feedback they have been given.

## Presentation of work guidelines

At Monk's Walk, we require students to present their work according to the guidelines below. This is to enable students to present their work more neatly and coherently, enabling them to have an effective learning record from which they can easily revise from. It is our expectation that students will have a basic set of equipment in order to meet the required standard of presentation:

- Pens, blue or black ink only to be used to present work and a green pen to respond to feedback
- Pencil
- Ruler
- Rubber
- Pencil case
- A pocket or small English dictionary can also be useful

**Monk's Walk School**  
**Guidelines for the presentation of work**

**C/W (Classwork) or P (Prep) written on the left and underlined with a ruler.**

**Title and sub-titles written neatly and underlined with a ruler and in pencil.**

**Date written on the right hand side and underlined with a ruler and in pencil.**

**Written work in blue or black ink only**

**A neat line to indicate the end of a section of work or a lesson.**

**Mistake indicated by a single neat line through it. Ideally also enclosed in a bracket.**

**Next piece of work starts immediately after the previous one so that no space is wasted**

**Diagrams drawn neatly in pencil and labelled in ink.**

**Double line to indicate that the teacher has asked you to start the next work on a new page.**

The image shows two pages of handwritten work. The first page is titled 'How are Coastal Landforms created by deposition?' and includes a diagram of a beach with labels for 'Land', 'Beach', 'Prevailing winds', 'Direction of Movement', and 'Swash'. The second page is titled 'Long Shore Drift' and includes a diagram of a coastline with labels for 'Land', 'Beach', 'Prevailing winds', 'Direction of Movement', and 'Swash'. The work is presented on lined paper with a blue header and a red sub-header. The callout boxes provide specific instructions on how the work is presented, such as underlining titles and dates, using blue or black ink, and drawing neat diagrams.

## Presentation expectations

Our presentation expectations are clear, we want our students to be PROUD of their work.



# PRESENTATION EXPECTATIONS

Be **PROUD** of your work...

- P** Write in **pen**, blue or black ink!
- R** Use a **ruler** to draw all straight lines!
- O** **Order** your work. Label it C/W or P. Don't skip pages or leave gaps.
- U** **Underline** all dates and titles!
- D** **Draw** in pencil!



## Understanding how your child should be progressing in secondary school

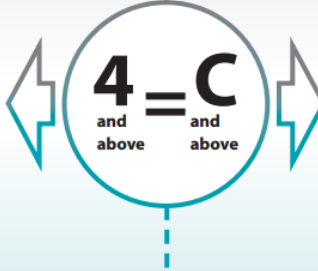
You will receive reports through the course of the year to track your child's progress. This basic guide explains about expected progress.

### Your child's starting point

Your child's starting point for secondary school, in terms of progress and assessment, is their key stage 2 assessments that they achieved in English and Maths. These results come from the tests and assessments they completed in the final year of primary school.

### Secondary school assessments

Across the country, all secondary schools are now using a numerical GCSE grading system, using numbers 1-9, instead of letters. Our school will be linking our assessments in year 7 to this system so it is important to be aware of it from the start of secondary school.

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
 <ul style="list-style-type: none"> <li>■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.</li> <li>■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.</li> <li>■ The bottom of grade 1 will be aligned with the bottom of grade G.</li> </ul>									
A*		A	B	C	D	E	F	G	U

Broadly the same proportion of students will achieve a grade 4 and above as previously achieved a grade C and above. Broadly the same proportion of students will achieve a grade 7 and above as previously achieved a grade A and above. Eventually a grade 5 (above a C) will be the national expectation.

### Progress in key stage 3 (Years 7 to 9)

By building on your child's key stage 2 (KS2) assessments, teachers will help students to make progress along a challenging pathway towards good grades at GCSE. Key stage 2 assessments are used to identify an 'expected grade' pathway towards GCSE in all students' assessed subjects.

In key stage 3 (years 7 to 9) the progress of all students will be judged using a 3 grade pathway which is clearly linked to knowledge, understanding and skills descriptors. This 'expected grade' pathway will emphasise that future attainment in GCSEs depends on their progress at KS3. For each subject 7 possible pathways overlap (1 – 3, 2 – 4, 3 – 5, 4 – 6, 5 – 7, 6 – 8, 7 – 9).

For example:

*Holly is very able in Mathematics (demonstrated by her KS2 assessments) her 3 grade pathway for Maths is GCSE grades 7, 8, 9. This means that if Holly makes good progress in this subject across 5 years she would be expected to achieve within this GCSE grade range. Her maths teacher will prepare his/her lessons to challenge Holly appropriately, working towards the highest levels at GCSE. Holly's assessments throughout her maths lessons will be pitched at this level, her teacher will use these to then make a judgment about Holly's progress in relation to her starting point.*

*Christopher finds Mathematics more challenging. He is not yet secure in all aspects of the KS2 curriculum and will need lessons that really support him in achieving these. His 3 grade pathway for Maths is 3, 4, 5 (he is still working towards an 'old' GCSE grade C equivalent). His lessons and assessments will help him master earlier taught skills and prepare him for achieving a good grade at GCSE. If he works particularly hard and makes exceptional progress he may change pathway and achieve an even higher grade.*

### Progress in key stage 3 (Years 7 to 9) continued

The early link to GCSE will help students, parents and teachers to have a clear understanding of the importance of the early years in secondary school in building a solid foundation for success. We have deliberately made broad, overlapping 3 grade pathways (that can change) to emphasise that the potential of students is not fixed and their achievement at the end of secondary school is based on their progress across all 5 years within the school.

Teachers will use these grade pathways to ensure students are challenged and supported in all lessons. Teachers have produced '**pathway descriptors**' to help students and parents understand what knowledge and skills are needed moving across each year in secondary school. These descriptors are available on the school website by clicking on the relevant subject <https://www.monkswalk.herts.sch.uk/517/subject-information>

We will report to parents 3 times a year; staff will give a judgment of students' progress against the knowledge and skills required for that student's pathway.

Teachers judgment	Progression within 'expected grade' pathway
Exceptional Progress	Mastery of knowledge and skills at 'expected grade' pathway
Good progress	Securely demonstrating knowledge and skills at 'expected grade' pathway
Inconsistent progress	Developing some knowledge and skills at 'expected grade' pathway
Below expected progress	Not yet demonstrating the knowledge and skills at 'expected grade' pathway

#### What is 'Good' progress?

All students will find acquiring and developing the knowledge and skills needed for their 3 grade pathway challenging. If a child's progress is judged to be 'Good' this means that they are on track to achieve within that GCSE pathway. This is the school's expectation, but it is also tough and should be recognised as such.

There are 3 assessment points across Year 7, some students may start on 'Inconsistent progress' and move towards 'Good' over the course of the year. When the students move into Year 8 they will stay on the same pathway but will now have more challenging knowledge and skills to make progress towards.

#### What is 'Exceptional' progress?

Some students may make exceptional progress based on the 3 grade pathway that they are on. If this continues, it may be that they move up to a higher pathway for the following year. Pathways will not be changed mid-year.

#### What is 'Inconsistent' progress?

This represents that the students are not yet secure with the knowledge and skills expected within their pathway. Teachers, parents and students need to work together to all understand which skills and areas of understanding need to be worked on for improvement to occur. The barrier to progress may also be poor learning habits and it is important that all parties understand this. Parents will find out more detail by attending ARD, ARD follow up, by contacting the teacher, through reading the child's book and by looking at recent assessments.

#### What is 'Below expected' progress?

This represents a concern that a student will not reach their potential and is falling behind. Parents, teachers and students need to work together to support a change which will have an impact. It would be important to discuss this at ARD and ARD follow up.

In key stage 4 (year 10, 11) your child will receive a specific GCSE target grade, which will be a challenging target. If you have any concerns or questions regarding targets and assessment, please do not hesitate to contact the school, we are pleased to work with parents to ensure students feel challenged yet also supported.

## Understanding the reporting system at Monk's Walk School

You will receive three reports on your child's progress during each academic year. There are two main types of report, both of which contain information about pupils 'Attitude to Learning' (ATL), attendance, commendations and progress in all their assessed curriculum subjects. Further year group specific details about aspects of your child's report are included on the guidance letter that accompanies this report.

Every year one of the reports will include extended, written, subject specific targets for improvement. The following table outlines, for each year group, which type of reports are to be provided and when.

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>November before ARD 1</b>	ATL	ATL, progress	ATL, progress & subject targets	ATL, predicted grades	ATL, predicted grade
<b>January</b>	Report reissued with subject progress included	-	-	-	ATL, predicted grade & subject targets
<b>March before ARD 2</b>	ATL, progress	ATL, progress & subject targets	ATL, progress	ATL, predicted grades	ATL, predicted grades
<b>June/July</b>	ATL, End of Year progress & subject targets	ATL, End of Year progress	ATL, End of Year progress	ATL, predicted grade & subject targets	-

**There are several opportunities during the year for you to meet your child's teachers and form tutor. The Academic Review Days (ARD) and parent-teacher consultations will help you to monitor and support your child's learning.**

You are welcome to meet with your child's teachers at any point during the year by simply telephoning or emailing us to arrange an appointment. In addition, there are two types of formal parent-teacher consultations, which we will invite you and your child to:

### Academic Review Day (ARD)

On Academic Review Day, students and their parents attend the school at allocated times that are pre-booked using our online booking system. This is an opportunity for discussion with your child's form tutor, identifying the key messages from your child's report and for them to give you an overview of your child's progress in school. Your child will also orally present his/her thoughts and feelings about his/her progress so far. This 'big picture' overview of attitude, effort, organisation, and attendance is very important. The approach to learning which a student adopts in one lesson is usually similar to that adopted in other lessons. It is an opportunity to look at patterns, which the report highlights, to discuss inconsistencies and to formulate an action plan to raise achievement. There are two academic review days a year; each ARD follows a report being issued to parents. **Students attend all meeting events in full school uniform.**

- November ARD 1
- March ARD 2

### Subject teacher consultation

These consultations are an opportunity to discuss your child's progress with their individual subject teachers if a concern is highlighted at the Academic Review Day, or if you simply want more subject specific feedback. There are two or three subject teacher consultations a year, depending on which year group your child is in.

- November ARD 1 follow up (subject teachers) - **ALL YEAR GROUPS**
- January Year 11 Consultation evening - **YEAR 11 ONLY**
- April ARD 2 follow up (subject teachers) - **ALL YEAR GROUPS**
- July Year 10 Consultation evening - **YEAR 10 ONLY**



## Using the School's online booking system for Academic Review Day and subject teacher consultation

Monk's Walk School uses an online booking system for making all appointments to see your child's teachers and form tutor. Before any parent consultation event, a letter will be sent home via our parent email system and information will be placed on the website.

### Guide to using the Parents' Booking System

From the school website home page [www.monkswalk.herts.sch.uk](http://www.monkswalk.herts.sch.uk), scroll to the bottom of the page and find **Quick Links**, there you will see **Parent's Evening Booking**. This will take you to the Parents' Event Booking System login page. Enter your details and those of the child you want to make bookings for. *Please note that all details must match those held currently on the school database.*

The screenshot shows the 'Monk's Walk School Event Booking' login page. It has a blue header with the school name. Below the header, the page title is 'Parents' Event Booking'. A welcome message states: 'Welcome to the Monk's Walk School parents' event booking system. Appointments can be amended via a link from the email confirmation - please ensure your email address is correct.' The form is divided into two sections: 'Your Details' and 'Student's Details'. The 'Your Details' section includes fields for Title (a dropdown menu), First Name, Surname, Email, and Confirm Email. The 'Student's Details' section includes fields for First Name, Surname, and Date of Birth (with separate dropdowns for day, month, and year). A green 'Log In' button is located at the bottom left of the form area.

### Making your appointments

Once logged in you will be able to see the Parents' Event for that child.

Click on the link to open the booking table, which shows the class subjects available or just the name of your child's form tutor if it is for the booking of Academic Review Day.

Click on the subject to show the class teacher then click on the available time slot you would like, then click 'Make Booking'.

Repeat the above two steps for all of the teachers that you wish to make appointments with.

### Editing/Cancelling appointments

You can click on your booked appointments at any time and delete the bookings if needed.

As you make appointments these will appear at the top of the screen and are shown on the booking slots so that you do not double book.

### Printing Appointments

Your appointments can be printed out, or emailed to the email address that we have on record, by using the **Print My Appointments** or **Email My Appointments** buttons at the top of the page. If you have any queries about this system there is a help tab in the system, or simply contact the school office who will be able to help.

## **Break and lunchtime arrangements**

Below is a brief explanation of how we use our space at Monk's Walk School during break and lunchtime to ensure our students are both safe and happy.

### **Morning Break (11.10 – 11.30)**

During this time, students have a chance to stretch their legs, get some fresh air and have something to eat. They can bring in a snack for break or buy something from our canteen. Students may use the B block canteen and the A block dining area as well as the outside 'Kiosk'. Classrooms are normally out of bounds. However, if a bell is sounded then it is a signal that the weather outside is either wet or extremely cold, in which case students have classrooms allocated to them where they are able to sit, although eating is still strictly confined to the dining areas.

The outside spaces are split into areas and allocated to certain year groups; this ensures that there are not large numbers of students in one particular area. We have one playground for the lower years (7 and 8) and another for the upper years (9,10 and 11). There are also plenty of other collective spaces around the school where all students may go. We have outside table tennis tables installed which are very popular, as well as basketball courts, and areas where football can be played. The 3G pitch is also available, on a rota basis for students to use, we also have sheltered outside seating areas and tables for students. We allow eating in our outside areas, but our expectation is that the students will place all their litter in the bins provided. Once the weather becomes warmer and drier, we open the fields for students to use. During the winter months and the wetter season, we do not use the field and students are asked to keep off the grassed areas. Throughout the whole year we also make available numerous pieces of equipment, such as footballs, for students to use.

### **Lunchtime 12.30 – 1.10**

During lunchtime, the spaces provided are much the same as those during break time with the addition of the Youth Wing for Year 11 students and the main hall for Year 10 students when the fields are closed. During lunchtime, there is a large range of extra-curricular activities happening across the school, ranging from chess club to football. The complete list of these activities can be found on our website and is posted around the school for students to view.

A wide selection of food, including hot cooked meals, is available in the canteen and outside 'Kiosk'. We operate a cashless catering service and students will need to have an account set up and scan their finger to pay for food and beverages. This is explained on page 27.

### **Supervision during break and lunchtime**

During break time, teaching staff are allocated to areas around the school to maintain safety and order at all times. During lunchtime, we have a number of specially appointed lunchtime supervisors working alongside our senior members of staff.

### **The 'Reflection' area**

From student feedback we have developed and redesigned one of the inner courtyard areas specifically for Year 7 use. Here they can relax in peaceful surroundings beside the pond. This area is very popular; an 'exclusive' haven for Year 7 students only!

### **The School Library**

The library is available at break time and lunchtime for all students to use. This can either be for prep, reading or reflection time. On certain days, the library runs extra-curricular clubs such as book groups, app clubs and librarian duties. These are clearly highlighted on the timetable outside the library for students to plan their use of the facilities.

### **The Student Support Centre**

The Student Support Centre is open every break and lunchtime (as well as after school) for students who want a quiet place to work, with adult support - or just a quiet place to sit.

### **ICT Rooms**

An ICT Room is open at lunchtime from Monday to Thursday for the completion of prep or coursework. The A29 computer room is also open between 8.00 -8.30am and 3.20-4.00pm Monday to Thursday giving open access for printing and prep completion.

## Personal, Social, Citizenship and Health Education

Children are growing up in a rapidly changing society. This creates complex challenges and new opportunities. Our PSCHE programme deals with real life issues affecting children, families and communities. It helps students develop the knowledge, understanding and skills they need to manage their lives, now and in the future.

### How is PSCHE delivered and what does it cover?

At key stage 3, your child will have one lesson of PSCHE per week; this is continued into key stage 4 in year 11. In year 10, your child's allocated PSCHE time will be taken up with a week's work experience along with all of the preparation and reflection involved. In addition, we have a combination of a well-developed Religious Education curriculum in KS3 (optional in KS4), tutor time and assembly programme. The curriculum will cover important topics that include relationships, health, personal finance, risk, career choices, democracy, justice, rights and responsibilities and cultural issues such as ethnic diversity, tolerance and discrimination.

In year 7, we also support student's transition from primary school with a dedicated trained teaching team. All students have a series of lessons following the Resilience Programme. In these sessions trained teachers from within the school support students to explore self-confidence, motivation and personal resilience. In year 7, students are split into half groups so they can get to know each other and work on skills such as kindness and teamwork.

### Why is PSCHE education so important for your child?

Because it...

- Promotes independence and responsibility, preparing your child for future roles as parents, employees, citizens and leaders.
- Improves employability by developing the personal knowledge and skills required by commerce and industry.
- Contributes to health and well-being and encourages individual responsibility.
- Provides a greater awareness of rights, responsibilities and democracy.
- Contributes towards understanding the importance of living in an ethnically diverse community.
- Contributes to the safety and protection of your child.
- Helps raise their academic achievement.

### What is the link between PSCHE and achievement?

This subject helps to address barriers that prevent students from learning. The programme is designed to help your child believe in their own ability, and helps them understand that outcomes result primarily from their own behaviour and actions and the importance of avoiding risk taking behaviour. It also helps students recognise that school is worthwhile and sets clear pathways to enable them to achieve their aspirations.

### How you can help

You may want to start by asking some of the following questions:

- What did you study in your PSCHE lesson or form times this week?
- What issues did the lesson explore?
- What prep have you been set and how can I help?

In addition, it is worth attending the parent information events that are offered by the school on issues such as drugs and e-Safety.



## Safe to Learn: keeping children safe at school

Our number one priority is to keep your child safe at school. It is a responsibility we take very seriously, and we expect the adults at school to be vigilant in safeguarding your child. Every year we conduct a confidential 'Safe to Learn' survey with students so they can tell us how safe they feel at school. These are some of the things students have told us and what we have done about it.

***'How often, if at all, have you been bullied during your time at Monk's Walk School?'***

### What students told us

- The vast majority reported that they had been bullied very rarely or not at all during their time at Monk's Walk.
- It was felt that the school's anti bullying policy should have a higher profile so that all students know exactly what the school does to stop bullying.
- When bullying does happen, it is usually verbal. However, students also told us there is an increased use of electronic media and social networking sites (Facebook, Twitter, Snapchat, Instagram etc.) to send inappropriate messages to other students.

### What we have done

- We have introduced 'Stay Safe' anti-bullying boxes where your child can leave confidential messages if they want to tell us about bullying. The boxes are checked daily, and we respond quickly to the messages.
- We have created a dedicated email address where your child can send us a confidential message to tell us about any bullying matters. ([staysafe@monkswalk.herts.sch.uk](mailto:staysafe@monkswalk.herts.sch.uk)). we check these messages daily.
- We have produced written guidance for every student about what to do if they experience or witness bullying. It is displayed all around the school and printed in every student's planner.
- We have doubled the number of staff on duty during breaks, when incidents are most likely to occur.
- We have developed a programme of assemblies and PSHE lessons to educate students about the implications and consequences of on-line bullying.
- We organise evenings to advise parents about how to keep their children safe online.
- We have recruited and trained anti bullying ambassadors in each year group, posters are around school to show who they are.
- We also have sixth form wellbeing advocates who volunteer their time to offer different ways to support young people at Monk's Walk including games clubs and delivering assemblies about how to stay safe and get support.

***'How safe from being hurt do you feel during break or lunchtime?'***

### What students told us

- Most students feel safe and secure at break and lunchtimes.
- However, some younger students told us they feel uneasy when there are many bigger students running around.
- Students told us that they felt safer when there are adult supervisors around.

### What we have done

- The number of staff on duty each lunchtime has been increased from four to nine.
- Teams of adult supervisors are now based permanently in each outside area.
- Separate, fenced ball playing and non-ball areas have been created.
- More picnic tables and benches have been installed for your child in the play areas.
- Covered, sheltered areas have been built for students to sit and socialise in friendship groups.
- A dedicated 'quiet area' has been opened exclusively for the use of Year 7 students.
- We have installed outside table tennis tables to channel students' energies.
- A Year 11 common room has been opened in the youth wing, so there are less 'big children' on the playgrounds.

### What you can do to keep your child safe

- Drive this message home: *'The key to stopping bullying is to tell an adult about it'*. Dispel the myth that talking about it makes it worse.
- Go through the anti-bullying pages in the student planner with your child and make sure they understand it.
- Contact your child's form tutor or head of year immediately if your child has witnessed or is suffering from bullying, or feels unsafe for any other reason.
- Please attend the parent briefings on keeping your child safe online.

## eSafety: online risks and helping to avoid them

As your child grows up and becomes more independent, they will take this independence online. There are many opportunities through technology for children to express themselves, explore, be creative and communicate. Our aim is to ensure that we provide the opportunities for our students and parents/carers to learn how to do this in a safe way.

### What are the risks?

- Sexting
- Cyberbullying
- Grooming
- Use of inappropriate websites
- Losing control of pictures and video
- Overuse/addiction
- Online reputation
- Viruses, hacking and security

### What is the school doing about it?

We aim to raise the profile and increase student understanding of eSafety issues as much as possible. Throughout the academic year students, take part in a series of eSafety lessons to help promote and develop their understanding of a range of different internet uses. Through these lessons and our PSCE programme, we look at the potential use of the internet, how some of these areas could cause risk and what can be done to prevent putting ourselves (the students) at risk online. Topics covered include, cyberbullying, social networking, chat rooms, information security, personal safety and digital footprints.

To further educate our students and raise the profile of eSafety there are two assembly weeks in the year that have a specific eSafety message. One of these is in line with an International 'Safer Internet Day' (SID) in February.

All students must also adhere to an Acceptable Use Agreement, which is in their student planner; this is taken from the school's robust eSafety Policy (available via the school website). Any breaches to the Acceptable Use Policy, or any online issues that the school deems unacceptable, are dealt with quickly and in line with the relevant school policy.

### How you can help

- Talk to your child and ask them questions about their online activity.
- Discuss and set boundaries with your child, these may include a limit on the amount of time that they spend online, not sharing pictures that you would not be happy to see, not giving out personal details.
- Ensure that your child knows whom they can go to for support.
- Understand how you can report issues online if you are concerned.
- Advise your child to 'screenshot and block' any online abuse.

For more information about the issues covered here and more, look on the school website for further information/links to useful websites for parents. We talk to parents about eSafety at many of our parent briefings throughout the year. Information about these events will be sent home via a letter well in advance of the event. Information will also be available via ParentMail and through our website.

Further information regarding eSafety can be found at the websites below:



<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>	The latest information websites, mobiles new technology and risk
<a href="http://www.ceop.police.uk/safety-centre/">http://www.ceop.police.uk/safety-centre/</a>	Child Exploitation and Online Protection
<a href="http://www.childnet-int.org">www.childnet-int.org</a>	Resources to support education about online risks

## Maintaining excellent standards of behaviour

**Students work best when they have clear structures and guidelines, which are consistent, fair and transparent. That is why our 'Behaviour for Learning' policy is summarised in every student's planner.**

The Monk's Walk Behaviour for learning policy is based on:

- Clearly defined expectations for all students.
- An emphasis on recognising, celebrating and rewarding progress and achievement.
- Clearly defined consequences for not meeting the school's expectations.

We have high standards of behaviour and the vast majority of students never fail to meet them. Visitors to the school (including Ofsted inspectors) regularly tell us how impressed they are with the behaviour of our students and the quality of the working relationships between adults and students.

### **Consequences:**

For those few students who fail to meet our behaviour standards, our sanctions are simple and transparent. They are displayed on the walls of every classroom and are listed in students' planners. It is important that students know our expectations and the consequences of not meeting them. We take a measured, consistent, step-by-step approach to behaviour management, deploying a range of different responses such as:

**Trips:** Students will not be allowed on enrichment trips if they do not meet our behaviour, prep and uniform expectations.

**Teacher warnings:** A friendly chat in the lesson. This is all that most students need in order to get back on track.

**Detentions:** There are different levels of detention, ranging from a 40-minute C3 detention in order to complete work or 'have a chat', to a 60-minute C4 detention run by a member of the school leadership team. Typically, there will only be three or four students a week in the school detention, as most students have understood the messages long before matters reach that stage. Once a month we schedule a Saturday C6 detention, however this is very rarely required.

**On-Call:** If a student in a lesson is disrupting the learning of other students and not responding to teacher guidance, then a behaviour manager will remove the student from the class and take them to the ACE Room (The Alternative Centre for Education) where they will work in isolation for the rest of the lesson. Typically, at Monk's Walk 'on-call' may be used once or twice a day, and often not at all. If a child is removed from a lesson in this manner, parental contact will be sought and an afternoon detention will be issued for the same day. We will not allow your child's learning to be disrupted by the behaviour of another student.

**The ACE Room (internal school exclusion):** Sometimes a student may spend one or two full days working in the ACE Room, supported by a behaviour manager with work provided by teachers. A student in the ACE room will have supervised breaks at different times to other students so there is no opportunity to meet their friends.

**Exclusion from school:** For very significant behaviour concerns, we will exclude a student from school for a fixed number of days. For the most serious incidents, or for ongoing disruption, the school may impose a permanent exclusion.

### **How you can help**

- Ensure your child is prepared for the following day of school, making sure they have had enough sleep; they have all the equipment they need and have completed all required prep. Incomplete prep is the main reason for detentions being given.
- Support the school when it has to deal with a behaviour issue relating to your child. We are much more effective when home and school are working together to address a problem.
- Take every opportunity to emphasise to your child your high expectations in terms of attitude to learning, behaviour, use of language and respect for others.

**Come and see for yourself.** We operate an open door policy where, by appointment, you can come and look around the school. We will give you a student guide, and you can visit lessons to get a feel for the learning taking place. Just give us a ring to arrange a visit.

## Restricted use of mobile devices.

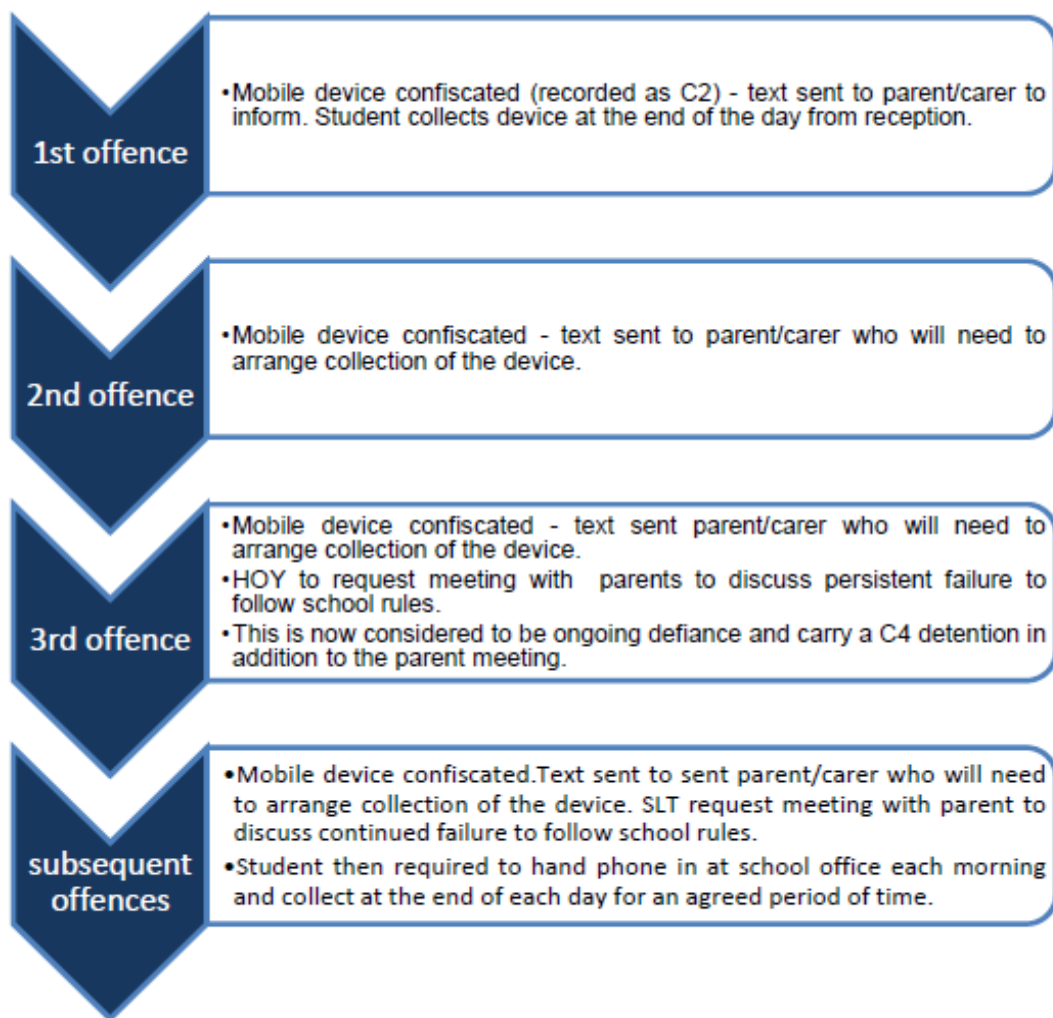
### Rationale:

The school is committed to ensuring that the climate for learning is the best that it can be. The rule governing the use of mobile devices including speakers and headphones is clear. We understand that some students may have mobile phones in their possession for safe travel to and from school. However, **they are not allowed to be seen or heard anywhere on the school premises unless a teacher instructs their use for educational purposes.**

It is important that students who have a mobile device (as defined above) follow a series of consequences that are clear and proportionate. The stages below are designed to encourage students to manage their use of phones and other devices appropriately.

### Sixth form students

This policy applies to all students, including sixth form. The only exception for sixth form students is that during study periods, students are permitted to use their phones for educational purposes in the Sixth Form study area and free teaching rooms where they have been assigned for sixth form use.



## **Celebrating achievements and praise**

**Our aim at Monk's Walk is to create an environment where students are immersed in a culture of achievement and success. This is created by celebrating and sharing the successes of our students in many different ways, at school and with support from home.**

The focus of our Behaviour for Learning policy is on recognising success. On-going praise, encouragement and positive reinforcement are the most powerful means of motivating students, influencing their behaviour and raising their level of achievement.

The list below shows you some of the ways in which the school celebrates students' achievements.

- Students receive achievements on our electronic system for positive effort. These lead to bronze, silver and gold awards depending upon how many points a child receives by the end of the year. These prestigious awards are presented by our Headteacher in an achievement assembly.
- Termly achievement assemblies for each year group, celebrating subject, pastoral, and cross-curricular achievements.
- Half-termly house assemblies to share successes within a house, across age groups.
- Key Stage 3 and Key Stage 4 celebration evenings, attended by students, staff and parents. These take place annually.
- Departmental postcards are sent home to parents of students who are making high levels of progress in individual subjects.
- Vouchers for 100% attendance for all students. A termly draw for those who achieve 97% attendance and above.
- Examples of students' work, celebrating achievement, are displayed in classrooms and public areas and regularly updated.
- Students who have produced particularly impressive work are sent to the Headteacher with their work, to share the achievement.
- Heads of Subject and Heads of Year are invited to lessons to celebrate successful learning and progress.
- Departments, Houses and Year groups to present exemplars, videos, photographic displays or slideshows illustrating students at work, use display boards and audio-visual presentation screens. An 'attitude to learning' league is displayed outside the library.
- Departments, Houses and Year teams use the school newsletter to celebrate achievement. Successes are also posted on our active Twitter and Facebook pages.
- Year and House notice boards are used to publicly display students' achievements.
- Teachers liaise with the local press to publicise outstanding achievement.
- Year 11/6<sup>th</sup> Form proms to celebrate achievements of senior students.

### **Beyond the classroom**

Outside academic studies, students also have opportunities to receive praise for their achievements and efforts. This can, of course, be supported and celebrated at home, as these achievements are often 'above and beyond' expectations. Some examples of activities might be:

- Regular extra-curricular involvement and participation in school life awarded half-termly for regular commitment. This is expanded upon in the following 'House System' pages.
- Service to the school.
- Service to the local or wider community.
- Participation in House activities.

### **How you can help**

You may wish to encourage your child by asking your child about their commendations each week, discussing what they have been awarded for, and maybe setting a target for the following week. You might also:

- Reward your son or daughter for achieving their bronze, silver or gold awards, or for receiving other positive feedback from school (e.g. postcards, notes in the planner, (positive achievements on the SIMS parent app).
- Discuss opportunities for your son or daughter to get involved in the school's community and charity work.



## The Monk's Walk House System

**The House system is an integral part of life at Monk's Walk School and aims to develop an ethos of inclusion, teamwork and competition; motivating and engaging students, and ultimately raising achievement.**

Our House system provides a structure for extra-curricular events and competition. It helps to encourage students to engage and mix across and within year groups. All students (years 7-13) and staff are members of one of our 4 houses. Each house is led by a member of staff who is a Head of House and has responsibility for the organisation of House events and the wellbeing within their House. To support the Heads of House, sixth form students are also appointed to act as House Leaders, they have a wide range of duties that include working closely with the house representatives of which there are two in each tutor group.

The houses are named after famous scientists: Jocelyn Bell, Rachel Carson, Gerald Durrell and Harold Kroto. Each house has its own colour and logo.



House events run throughout the year with house points being awarded for each event. Participation points are also awarded to anyone who takes part. At the end of the event, the participation points for each house and 1st, 2nd, 3rd and 4th points are combined to give an overall score and house standing for that event. The participation point given also goes towards an individual's overall conduct score that is collected throughout the year. The running total of points is regularly updated and students and staff can follow their score on the House notice boards around the school.

There is a calendared programme of House events that take place every year, with other opportunities added at various points. Three of our most popular events to look out for are:

- House Drama (Autumn Term)
- House Music (Spring Term)
- House Athletics (Summer Term)

Our hope is that as a result of the House system, your child will get:

- More involved in extra-curricular activities
- The chance to be mentored and to mentor others
- Increased aspirations through academic competition
- Increased involvement in sport
- An opportunity to help raise money for charities
- Quality pastoral care within a cohesive community
- A distinct set of values and characteristics from their House which will help them to form strong personal values
- A stronger voice in decision-making across the school.

For more information about our House System please visit our website <https://www.monkswalk.herts.sch.uk/507/house-system>

## Extra-curricular clubs, activities and opportunities

At Monk's Walk, we offer a large range of extra-curricular activities and clubs across all year groups. We are proud that we can offer something for everyone! Below is just a snippet of the activities/clubs that are held. THERE ARE MANY MORE. The range changes each term as some of the activities are seasonal. The best place to find an up to the minute list is via the school website:

DAY	CLUB/ACTIVITY	WHO	TIME	WHERE
Monday	World Percussion	All years selected	3.20-4.15pm	Portakabins
Monday	Wind Band	All years	3.20-4.15pm	Hall
Monday	Chess Club	Year 7 & 8	12.30-1.00pm	A26
Monday	French Spelling Bee	Year 7	12.30-1.00pm	B15
Monday	American Football	Year 7 & 8	3.20-4.30pm	A Block Fields
Tuesday	Melodium (Choir)	All years	3.20-4.15pm	A51
Tuesday	Music Tech Team	All years	12.30-1.10pm	A47
Tuesday	Senior Singers	Year 10-13	4.15-5.00pm	A51
Tuesday	Girls Basketball	All years	12.30-1.10pm	Gym
Wednesday	Jazz Band	All Years	3.20-4.15pm	A51
Wednesday	Trampolining	All Years	3.20-4.20pm	Hall
Wednesday	Cross Country	All Years	3.20-4.20pm	A Block Fields
Wednesday	Board Game Club	All Years	3.20-5.00pm	ESRA
Thursday	Synchronised Swimming	All Years	12.30-1.10pm	Pool
Thursday	Boys Football	Year 7	3.20-4.30pm	3G
Thursday	Boys and Girls Rugby	Year 7-9	3.20-4.30pm	A Block Fields
Thursday	Boys Basketball	Year 8 & 9	3.20-4.30pm	Gym
Friday	Musical Theatre Group	All Years	12.30-1.10pm	A47
Friday	Boys Basketball	KS4	12.30-1.10pm	Gym
Friday	Girls Football	All Years	3.20-4.30pm	3G
Friday	Cross Country	All Years	3.20-4.15pm	A Block Fields

### How you can help

You can support your child by checking the school website [www.monkswalk.herts.sch.uk](http://www.monkswalk.herts.sch.uk) (*Parents Tab/Extra-Curricular Programme*) and encouraging them to participate. This is a perfect opportunity for your child to make friends, learn new skills (or unearth previously hidden talents!), and increase their confidence. Participation is also a great way for them to represent and support their house.

## **Making the most of the school library**

**The library is a facility that students can access for a number of different reasons. We are lucky to be viewed as a beacon school library across Hertfordshire and the country with the range of opportunities we provide for students.**

We are available at break, lunch and after school for study, reading and reflection time for all students. As librarians, we support as much as possible with knowledge and expertise, helping students complete work and find information.

We have over 30,000 books in the library as well as a computer suite which students have access to. A large part of our work revolves around reading and reading for pleasure in particular. Your child may have already been involved in our work through their primary school encouraging a literacy rich community.

We also run a large number of extra-curricular activities for all students across the school with many activities aimed at the lower years. These can be anything from film clubs, creative writing groups and app clubs to one of our 13 reading groups. We also work with a number of outside providers such as Peace Child International and many other international links.

### **What can my child expect from the library when they start?**

From the beginning of year 7, we work with students on a weekly basis. In the first term, this forms Reading for Enjoyment lessons where we work on encouraging a love of reading through a number of exciting projects. We instil in the students an understanding of information literacy helping them with their work across the school.

We also track students regarding their reading throughout the whole of the year supporting them through a number of intervention activities to raise their reading and literacy attainments. We work closely with the English and SEN department providing the best opportunities for all students to fulfil their potential to achieve.



### **How you can help**

Parents can help their child to access the resources held by the library by encouraging them to take ownership of their own learning and preparing them to be organised with their work.

The library is a great resource but can sometimes be an overwhelming place with the amount of books we hold. In addition, with such a large number of students wanting to use the resources, students coming in to complete work at the last minute may find this difficult.

Understanding this and planning their work and study can mean that students can always take as much advantage as possible of the resources.

## Encouraging your child with their reading

Throughout Year 7, the library collects a plethora of data to track your child's performance in reading. This data is used to direct any particular intervention that we feel will be of use but the insights are also shared with all classroom teachers to aid teaching across all subjects. Just as important as the work we do are the opportunities your child has to engage in reading at home. This guide explains how you can support your child's reading attainment.

Reading for pleasure is the key to producing a young person that has a positive reading culture. It is a simple equation:

- the more you enjoy something the more you will do of it
- the more you do of it, the better you get at it.

Supporting struggling young readers at home can help to close the ever-widening gap between poor readers and their peers. Support from parents in reading can teach struggling readers the skills to match their level of reading development, filling the holes missed in primary school. Importantly though, to ensure growth, the support offered requires a special focus.

Everybody knows that reading with children is important, but finding the opportunity can be very tough. The important factor is that children read. It does not matter what they read as they key is for them to be engaged in wanting to read for them to improve.

Home is a place where a positive reading experience allows mistakes to be made without fear of shame, where help is truly personal and praise is all that is needed.

- Asking your son or daughter to read you sections of the newspaper that interest them. This is good way to get them reading.
- Perhaps your son or daughter could read you a chapter of a book of their choice each evening as you prepare dinner.
- Encourage your son or daughter to read to other members of the family or take it in turns to read. Reading with expression can make the story more fluent.
- If English is not your family's first language buy dual language books and talk about the story in any language.
- As your child moves through school they will need to learn specialist words in different subjects; you could help your child be asking them to explain the meaning to you.
- Your son or daughter will have to read some Shakespeare in school so it would help if you were to borrow a copy from the local library or an audio book and enjoy the story together. Shakespeare also comes in graphic novels, which could be a great way to begin.
- As your child goes through school, their prep workload will increase but you can help them manage their time and encourage making time for both relaxing and reading.
- Even watching TV together can help your son or daughter to understand language better. Talking about adverts and the messages, they are trying to get across or discussing plots and making predictions about books that have been made into films can really help with understanding deeper meaning.
- Encourage your child to use the internet or a dictionary to look up technical terms they do not understand and then play a testing game with them.

Ultimately, the most important thing is to help your child enjoy reading, helping them to see it not as a chore but an activity they can and want to do.

## **Paying for school meals and payments to the school**

**During your child's time at Monk's Walk, you may need to make payments to the school, for example for trips, revision guides or possibly music tuition. If your child uses the school's meal service, you will need to pay for lunches and snacks.**

### **School Meals**

The school 'Kitchen' operates a '*no cash at the tills*' policy. When students join Monk's Walk School they are each allocated a catering account. This is accessed via the bio-metric numbering system that was detailed in the pack you received when your child joined the school. Money can be paid into your child's account by using one of the following methods:

- **'WisePay'**  
An online payment system for parents that is accessed through Quick-Links on the school's website: [www.monkswalk.herts.sch.uk](http://www.monkswalk.herts.sch.uk). or you can download the app for use on your phone.
- **Cash**  
Notes and coins over 50p can be paid in by your child at a 'validator' machine sited on the landing in B block. Please take note that this machine does not give change.
- **Cheques**  
Made payable to Hertfordshire Catering Ltd can be paid in at the tills between 8.15 and 8.30am.

### **Paying for other items**

The preferred method of payment to the school is via 'WisePay'. You will have received log in details, or if you are a new parent, you will receive them in July or August before your child starts school in September. If you need any assistance or for any reason you need to access your log in details, please contact us we will be happy to help.

Our contact details are **finance@monkswalk.herts.sch.uk** or **01707 322846** and ask for **Finance**.

If you are unable or unwilling to use an online payment system, we still accept cheques payable to the school and clearly marked on the back with your child's name and what the cheque is for. We do not encourage students to bring cash to school.

However, if you need to send a payment by cash please put the correct sum in a clearly labelled envelope and ask your child to hand it in to a member of the finance staff as soon as they arrive at school in the morning. Please explain that the envelope must not be left in an unattended office.

This should be read in conjunction with the schools charging and remission policy that can be found on the schools website.

## Frequently asked questions (FAQs)

On the following pages we have collated responses to some of the questions we are most frequently asked by parents. Some of the issues are explained in more detail on other pages in this planner.

Question	Answer
How do I find out about term dates?	Term dates are published on the school's website under the Parents tab/Term Dates.
My contact details have changed	Please email any new details to the school on: <a href="mailto:admin@monkswalk.herts.sch.uk">admin@monkswalk.herts.sch.uk</a> or contact the school office by telephone/letter.
How do I contact my child's form tutor/subject teacher/head of year?	See page 3 in this planner about contacting the school.
How do I make an appointment to see my child's form tutor/subject teacher?	Please contact the school office. Admin staff will pass on your details to the relevant staff member who will contact you directly.
How do I get a message to my child during the school day?	The school office will endeavour to get emergency messages to students at the start or end of a lesson.
My child is ill. What do I need to do?	Please ring the school on 01707 322846 and choose option 1, state your child's name and their form. This service is available 24 hours a day. If the illness is more serious and you need to discuss this with a member of staff, please contact their form tutor in the first instance.
My child has to leave school for a doctor/dental/hospital appointment or is coming in late following an appointment	Parents should write a note in the student's planner with the details or contact the school by telephone, or email. Students must sign out at the student reception and sign back in when they return or if they arrive late to school.
Why is attendance so important?	Because students who are not in school are not learning.
What do I need to do if I want to take my child out of school for a holiday?	Don't. The school will not authorise absences due to holidays in school time because absence from school is so damaging to students' education.
On occasions the bus is delayed - will my child get a late mark?	We are unable to mark students as present on the Register when they are physically not in school. If your child arrives late for a valid reason e.g. their normal bus is late, they must sign in at the student reception window. They will be marked as having arrived late to school but this will not result in a negative sanction.
What should students do if they lose/mislay their bus pass?	Students should come to student reception where staff will issue them with a temporary bus pass (valid for one week) and a replacement ticket application form, which should be completed and posted off with a cheque for £10.00.
My child has lost their PE kit/coat/bag. What should he/she do?	Please ensure that all items are named, either with a name label or with indelible ink. Students should re-trace their steps, look in the PE area/form room/racks in B block or ask at student reception. If found items with a name label are handed into the school office we will return them to the student.
My child's forgotten their equipment/PE kit. Can I bring it into school?	We do not have resources to deliver such items to the students. Please encourage your child at home to organise their school bags the night before.

How do I find out about uniform rules and where do I get the uniform from?	Information is available on the school website <a href="http://www.monkswalk.herts.sch.uk">www.monkswalk.herts.sch.uk</a> under the Parents tab/Uniform/Dress Code/PE kit.
How can I find out which clubs are available for my child to attend?	On the school website under the Parents tab/Enrichment/Extra-Curricular activities.
You ask me to sign my child's planner every week. Why is that?	See page 9 in this planner about study planners.
How can I see what my child is doing in different subjects?	Subject overviews are available for all year groups on the school website under the Curriculum tab/Subject Overviews. These are a term-by-term breakdown of what your child will be studying in each subject during the year, and suggest ways in which you can support your child's learning in each subject.
I don't want my child carrying his/her musical instrument around all day. Is there storage available?	We have a designated locked storage room for musical instruments. Students are required to sign the instruments in and out at student reception.
My child has forgotten their packed lunch what can I do?	As a contingency for occasions like this, please make sure there are sufficient funds in your child's Wisepay account at all times.
I've forgotten to put money on Wisepay. Can my child still have lunch?	Yes, no student will be refused food. The total amount of money spent will be deducted from your Wisepay account once it is in credit.
I need to pay for something. Can I still pay with cash?	We discourage as much as possible the need for students to carry cash to school, but if you do need to pay with cash, please make sure they have the right money. We take in so little cash that we often do not have change.
My child is entitled to free school meals. How do I apply?	Please apply online at: <a href="http://www.hertsdirect.org/freeschoolmeals">www.hertsdirect.org/freeschoolmeals</a> If your child qualifies, the FSM team at County will advise us and the school's system will be updated allowing your child to receive free school meals.
My child needs to take regular medication during the school day. Are arrangements in place for this?	Any medication must be in the original packaging and include the information leaflet. Students are not allowed to carry any medication with them; this should be handed in to the school office. Parents should provide and a written note signed with clear instructions as to dosage and frequency. School staff do not administer medication. If your child has an ongoing medical condition which may require emergency first aid, you will be asked to complete a Care Plan. Your child's medication will be stored in a locked cupboard in a named, sealable box.
What happens if my child is ill during the school day?	Students should attend during break or lunch where they will be assessed and treated, if necessary, by one of the school's qualified first aiders. If the student needs to go home, staff will telephone a parent/carer to collect the student. Students are not permitted to make such calls themselves.

How do I find out dates of the public (GCSE/AS/A2) examinations?	Your child will be given an individual timetable. All dates are published on the school's website under the Parents tab/Exam Information at the beginning of the summer term. Please do not consider booking a holiday during May and June. Year 11 students wishing to go into sixth form are required to attend the sixth form induction day, which takes place during the first week of July.
How do I find out the examination boards for each of my child's subjects?	You can find this information on the school website under the Curriculum tab/Subject Overviews.
What happens if my child is ill on the day of a public exam?	Please telephone the school to report your child absent and ask for a message to be passed to the exams officer. The exams officer will subsequently telephone you. You may be asked to provide a doctor's letter.
Due to holiday, my child will be unable to collect their exam results. What can he/she do?	If you wish the school's exams officer to post exam results, you will need to provide a first class stamp or a SAE.
Can my child telephone the school for exam results?	The school is unable to provide exam results over the telephone or via email.
Can I collect my child's exam results/certificates?	Exam results/certificates are the property of the student. They can be collected by a third party only if the school is in receipt of a signed letter of permission from the student and a form of photo I.D. for the third party. Alternatively, results can be sent by recorded delivery at a postage cost of £5.00.