



Chenderit School
A VISUAL ARTS COLLEGE

2017/2018 STUDENT ORGANISER

NAME _____

TUTOR GROUP _____

KS4-YEAR 11



CHENDERIT SCHOOL

Chenderit School
Archery Road
Middleton Cheney
Banbury
Oxfordshire
OX17 2QR
Tel: 01295 711567
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Student Services (Absence Line)
01295 711834
Email: enquiries@chenderit.northants.sch.uk
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Headteacher
Mrs J Cartwright

Head of Year
Year 11 – Mr T Holland
tholland@chenderit.northants.sch.uk

SCHOOL VISION

To pursue excellence academically and in all other spheres of school life.
To achieve this we shall strive to:

- Inspire all students to engage in learning in the widest possible sense so that they develop the skills necessary to be successful in school, at work and in the wider community
- Develop aspirational students, staff and governors who understand that we are in competition with the global community
- Foster community-wide respectful, trusting, compassionate, empathetic relationships through which students and staff enjoy and achieve
- Support one another to become resilient, independent, adaptable and resourceful learners and leaders whose successes are celebrated
- Enable students, staff, governors, parents and carers to understand their role and to contribute effectively in supporting learning and progress and
- Develop a culture in which skilled and passionate staff draw on best local, national and global practice.

**Our community will continue to
Aim High, Work Hard, Be Nice.**

Date 11.09.17

Week No 2/Blue

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 18.09.17

Week No 3/Red

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 25.09.17

Week No 4/Blue

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 02.10.17

Week No 5/Red

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 09.10.17

Week No 6/Blue

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 06.11.17

Week No 9/Red

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 20.11.17

Week No 11/Red

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 11.12.17

Week No 14/Blue

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 18.12.17

Week No 15/Red

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 01.01.18

Week No 16/Blue

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 08.01.18

Week No 17/Red

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 15.01.18

Week No 18/Blue

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 22.01.18

Week No 19/Red

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 05.02.18

Week No 21/Red

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 19.02.18

Week No 22/Blue

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 05.03.18

Week No 24/Blue

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 16.04.18

Week No 28/Blue

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 23.04.18

Week No 29/Red

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 07.05.18

Week No 31/Red

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 14.05.18

Week No 32/Blue

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 21.05.18

Week No 33/Red

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 04.06.18

Week No 34/Blue

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 11.06.18

Week No 35/Red

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 18.06.18

Week No 36/Blue

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 25.06.18

Week No 37/Red

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

Date 02.07.18

Week No 38/Blue

Special events this week _____

Notes	Completed
Monday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Tuesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Wednesday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Thursday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Friday Break time Detention <input type="checkbox"/> After school detention <input type="checkbox"/>	
Weekend	
Reminders	
Achievements	

SCHOOL DAY

MON, TUES, THURS, FRI	BELL FOR	WEDNESDAY
8.35am	AM Reg Movement	8.35am
8.40am	AM Reg/Assembly	8.40am
9.05am	Period 1	8.45am
10.05am	Period 2	9.45am
11.05am	Break	10.45am
11.26am	End Break Movement	11.06am
11.30am	Period 3	11.10am
12.30pm	Period 4	12.10pm
1.30pm	Lunch	1.10pm
1.56pm	End Lunch Movement	1.36pm
2.00pm	Period 5 + PM Reg	1.40pm
3.05pm	End School	2.45pm

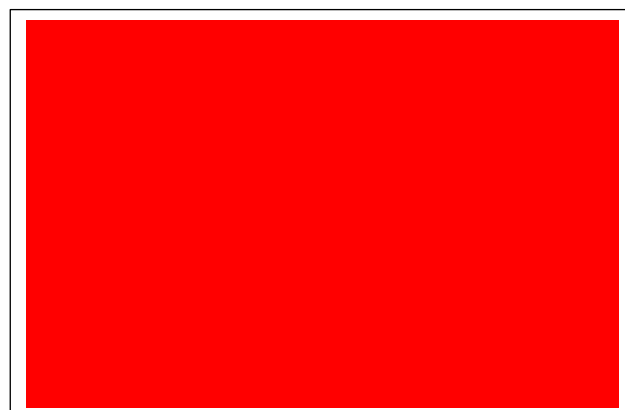
SCHOOL TERM DATES

2017-2018		2018			
<i>Staff Training day</i>	1 st Sept	<i>Staff Training day</i>	3 rd Jan	Term 5 – school re-opens	17 th April
<i>Staff Training day</i>	4 th Sept	Term 3 – school re-opens	4 th Jan	Bank holiday	7 th May
Term 1-school reopens	5 th Sept	Term ends	9 th Feb	Staff training day	8 th May
Term ends	20 th Oct	Term 4 – school re-opens	19 th Feb	Term ends	25 th May
Term 2 – school re-opens	30 th Oct	Term ends	29 th March	Term 6 – school re-opens	4 th June
Term ends	20 th Dec	<i>Staff Training day</i>	16 th April	Term ends	20 th July

BE PREPARED

To allow you to participate fully in lessons, please ensure you always have the following equipment with you in school. It may help to check your timetable carefully the night before, and ensure your bag is packed in good time.

- Any homework due to be handed in
- Planner
- Pens including black, blue and green
- Ruler (mm/cm)
- Rubber
- Exercise books for the day
- Pencil
- Pair of compasses
- Protractor or angle measurer
- Scientific calculator
- Glue stick
- Reading book



RED MEANS: I did not understand – I vote NO
The traffic light card system is designed to gauge how well you understood a topic in your lesson, or as a way of voicing your opinion.

WE ARE A HEALTHY SCHOOL

- Eat breakfast every day
- Drink 8 glasses of water a day
- Snack on fruit rather than high salt/sugar snacks
- Get plenty of sleep each night (8 hours)
- Exercise at least 3 times a week for a minimum of 30 minutes (you should raise your heart beat and build up a sweat!)
- In the summer bring to school a hat, sun cream and extra water
- Smoking tobacco, using drugs and drinking alcohol will damage your health. It is also illegal. You and your belongings may be searched if you are suspected of bringing these items into school. Sanctions may follow and the police may be informed
- Wear a helmet when riding your bike to school

NEED SOMEONE TO TALK TO?

Don't forget that Chenderit School offers every young person in years 7 to 13 a range of people who can be approached for help and advice. If we can't help then we know who can:

- Tutors
- Teachers
- Heads of Learning
- Inclusion Centre for any medical matters/well being
- Inclusion Centre (Mrs Hooper)
- Inclusion Centre (Mrs Smith) and
- Inclusion Centre drop in every Tuesday and Thursday lunch time.

BODYEDGE: STUDENT HEALTH SERVICE

Free and **Confidential** information and advice on all aspects of health for young people.

Thursdays from 1.30pm every two weeks.

- General Health
- Sexual Health/Contraception
- Mental Health
- Support
- Friendly Staff

LOST PROPERTY

- We actively encourage our students to take responsibility for their own belongings and to respect the property of their friends and peers.
- Leaving it unattended in tutor bases, can lead to it becoming lost, misplaced or even stolen. The property will be sent to the Lost Property Point. This will mean that all students will need to keep their possessions with them or in their lockers.
- Unclaimed items left in classrooms, particularly uniform and PE kit, can be reclaimed from the Lost Property Point – and if labelled with surname and initials – **these items will be returned to students via the Lost Property system.**
- Please check legibility of names regularly, i.e. after washing, school holidays.
- All lost property will be kept for 1 month and then it is donated to charity.
- The school does not accept liability for lost, misplaced or damaged possessions.

Students are reminded to label all of their uniform and equipment

CURRICULUM/REPORT STATEMENT

Blue	Significantly above	A student working in the blue band demonstrates excellent knowledge, understanding and skills. They are working significantly above national expectations for this year group. They have a very good command of almost all aspects of the subject. Their work, on many occasions, shows insight, flair and originality, and attainment is consistently high.	A student who continues to work in this way until the end of KS4 is likely to achieve a grade 8 or 9 at GCSE
Purple	Above	A student working in purple band demonstrates good knowledge, understanding and skills. They are working above national expectations for a student in this year group. They have a good command of most aspects of the subject. Work is consistently good, and often shows insight, flair and originality, and attainment is usually high.	A student who continues to work in this way until the end of KS4 is likely to achieve a grade 6 or 7 at GCSE
Green	In line with age-related expectations	A student working in green band demonstrates the knowledge, understanding and skills which meet national expectations for a student in this year group. They have a good grasp of most of the general principles of the subject, but some areas of work are less well understood. Work is usually good, with occasional examples of insight, flair and originality.	A student who continues to work in this way until the end of KS4 is likely to achieve a grade 5 at GCSE
Yellow	Below	A student working in yellow band demonstrates the knowledge, understanding and skills which just below national expectations for a student in this year group. They have a grasp of most of the general principles of the subject, but several areas of work are less well understood. Work may lack the depth or detail that shows mastery of key elements.	A student who continues to work in this way until the end of KS4 is likely to achieve a grade 3 or 4 at GCSE
Red	Significantly below	A student working in red band has a grasp of some of the general principles of the subject. They have not yet developed secure knowledge, skills and understanding of the subjects they are studying. At present, their work is significantly below national expectations for a student of their age.	A student who continues to work in this way until the end of KS4 is likely to achieve a grade 2 or 1 at GCSE

LITERACY



STUCK WITH READING?

What can you do if you come across a word you don't understand?

- Read the sentence and see what other word would make sense in its place
- Look at the context: the pictures and other clues on the page
- Break it down into syllables and sound it out: you may recognise the word when you say it in your head
- Look for parts of the word you recognise: prefixes like dis-, un- or pre- (eg disapprove, unfortunate, premeditated etc)
- Use a dictionary



STUCK WITH SPELLING

- Write the word down – does it look right?
- Think of words that we spell in the same way eg “*wh*” words – where, why, whether
- Look for common spelling patterns – groups of letters that often go together – eg *qu, wh, ough*
- Try to remember any spelling rules that fit this word eg change the – *y* to – *ies* for plurals of words that end in a consonant
- Break down the word into syllables
- Sound the word out in your head
- Check your spelling list at the back of your book
- Use a dictionary – look for different possible spellings



STUCK WITH WRITING

- Brainstorm or mind map ideas
- Work out the order of your paragraphs
- In creative or descriptive writing:
 - Think about the five senses
 - Think like a film director – start with a close up.
 - Vary your sentences – start a sentence with a verb, an adjective or an adverb
- In factual or non-fiction writing:
 - Think about your purpose and audience
 - Start with a topic sentence
 - Use Point Evidence Comment/Explain or analyse
- Think about your audience: who are you writing for? What is the right way to set out your writing? Look at examples to help you
- Use the **Litweb** when you can

SECONDARY E- SAFETY STATEMENT FOR STUDENTS

We are encouraged to use and be aware of the safety rules and procedures which regulate our use of the ICT resources, including INTERNET. At Chenderit School, we are encouraged and allowed to access our curriculum network and the internet, enabling us to use vast resources and communicate, in support of research and education.

We insist that these facilities are used for educational purposes only and in an appropriate manner. We are responsible for our behaviour and communication. We know that any breach of the rules will be considered a disciplinary matter.

- We know access to the networked computer resources is our privilege and we follow our teachers' instructions carefully
- We make sure we have permission when we use the internet at school or at home. We must have our parents' permission before we can use the internet for our own independent research at school
- We do not access, create or display any material (images, sounds, text, and video) which is likely to cause offence, inconvenience or anxiety to ourselves or others. This includes materials which are offensive, violent or pornographic. We do not attempt to search for this material
- We always work thoughtfully when we are browsing the Web. We ask "Is it true?" We do not assume that information published on the Web or written in an e-mail is accurate or true. If we think something may not be right, we discuss it with an adult
- We keep our username and password private. We do not tell anyone. We never try to access accounts or files belonging to other students or adults
- When we use e-mail, we only write to other students in school or other people approved by our teachers in school
- We are careful about what we write. We check our work before we print or send anything. We do not use bad language. We do not write racist, sexist, abusive, homophobic or aggressive words. We do not write things that could upset and offend others to make sure that we do not give ourselves or the school a bad name. We do not write comments on Facebook or other social networking sites which might upset other people
- We do not ever give personal information about ourselves and anyone else, such as our address, telephone number and private details in an e-mail or on a Website. We know we could put ourselves or others in danger
- We do not respond to bad e-mail messages. We let our teachers know immediately if we are sent anything we do not feel comfortable with
- We understand that we are forbidden to use any technology designed to avoid or bypass school filtering controls. We know that these filters are in place to protect us from viewing websites that are unsuitable or unsafe for us
- We will report any incident that breaches the Acceptable Use Policy rules immediately to our teacher
- We know that we can go to www.thinkuknow.co.uk for help



CHENDERIT SCHOOL UNIFORM

**Correct school uniform is required at all times in school,
on journeys to and from school and on school visits**

UNIFORM LIST

The uniform is shown below. Girls may choose to wear either trousers or a skirt and either socks or tights.

Sweatshirt	Black with school badge. School sweatshirt only
Trousers	Smart black plain formal / business style (no jeans, casual style, cords, chinos, tight or skinny style trousers, jeggings etc)
Shirts	White polo shirt with school badge
Shoes	Black in a plain, sensible style (no sling backs, high heels, boots, trainers, trainer style shoes, canvas shoes etc)
Socks	Plain black or dark grey, no knee length socks with skirts
Optional (girls)	
Skirt	Black in a plain, smart style no shorter than approximately 2" above knee. No lycra skirts.
Tights	Black or natural plain design. No leggings.

Uniform is available directly through School Trends and can be ordered via their online shop which can be accessed through www.schooltrendsonline.co.uk or our website: www.chenderit.northants.sch.uk and following the links for Parents and School Uniform. Uniform is available to loan in emergencies. Students should see Heads of Learning before the start of tutor time.

ADDITIONAL NOTES

- Extremes of style or fashion are not acceptable (eg tramlines, unnatural hair colourings).
- Only one small round plain stud earring is allowed in each ear. No other piercings are to be worn in school. It is not acceptable to cover other piercings. Please ensure that any other piercings are undertaken at an appropriate time so that they are always removed during school hours.
- Any T-shirts or vests worn under polo shirt should be plain white and should not be visible at the collar or cuff.
- Light/discreet makeup is allowed.
- No coloured nail varnish or jewellery.

IF IN DOUBT PLEASE ASK BEFORE PURCHASES ARE MADE



HOW CAN I HELP?

We encourage students to consider regularly how they can help. Themselves, others in their classes and within school. Some of the ways students can help are shown below:

- Contribute positively in your lessons
- Complete your work to the best of your ability
- Be well prepared for your lessons
- Be supportive and kind towards others
- Take a lead in delivering a part of your lesson or tutor time activity
- Develop resources for your class to use
- Lead a part of the lesson for another class
- Support students in a different year group
- Be involved in year council or the school council
- Get involved in extra-curricular activities and encourage your friends to join in too
- Ask your teachers, "How can I help?"

NUMERACY

Use the following information to help you with your Mathematics class work and independent study. It will help you if you learn these facts. Use the grid below to help you with your multiplication facts.

X	2	3	4	5	6	7	8	9	10	11	12
2	4	6	8	10	12	14	16	18	20	22	24
3	6	9	12	15	18	21	24	27	30	33	36
4	8	12	16	20	24	28	32	36	40	44	48
5	10	15	20	25	30	35	40	45	50	55	60
6	12	18	24	30	36	42	48	54	60	66	72
7	14	21	28	35	42	49	56	63	70	77	84
8	16	24	32	40	48	56	64	72	80	88	96
9	18	27	36	45	54	63	72	81	90	99	108
10	20	30	40	50	60	70	80	90	100	110	120
11	22	33	44	55	66	77	88	99	110	121	132
12	24	36	48	60	72	84	96	108	120	132	144

Periodic Table of the Elements

This image shows a standard periodic table of elements. Each element cell contains its atomic number, symbol, name, and atomic weight. The table is color-coded by groups: Alkali Metals (blue), Alkaline Earths (orange), Transition Metals (green), Basic Metals (yellow), Metals (purple), Nonmetals (pink), Halogens (red), Noble Gases (grey), Lanthanides (light blue), and Actinides (light purple). A legend box in the center provides information on Atomic Number, Symbol, Name, Electron Shells, and Relative Configuration. A note indicates that different symbols represent color at room temperature: Solid, Liquid, or Gas.

REVISION TIPS

Revising is a skill that will improve with practice. Getting into good habits now will be of great benefit to you when you come to sit your GCSEs in Year 11.

Before you start:

- try to find a comfortable, quiet place where you won't be disturbed
- get all your resources to hand in advance including highlighters, exercise books, revision guides, paper etc and
- create a revision timetable which gives you time to learn all you need for and allow for lots of breaks. Revising in 30 minute chunks can work best. Once you have a timetable, stick to it!

Simply reading through an exercise book does not work for most people. Doing something active with the information is a much better way to use your revision time.

Tips for active revision:

1. Make a game: Pairs works well to revise facts and dates, other ideas include snakes and ladders, blockbusters and dominoes
2. Create index cards: these could contain the main information or have a key question on one side and the answer on the other
3. Record information onto your phone or other device and play it back to yourself. If possible add it to the tune of a song, this really helps you to remember
4. Put notes where you will see them around the house: in front of the sink, by the mirror or the door. Read them each time you see them, then test yourself. Change them when you know what's currently there
5. Create flow diagrams to help you to remember sequences, plots or cause and effect
6. Create mind-maps to help you to organise and remember key information relating to a particular topic
7. Play the teacher: test a parent, friend or sibling. Then ask them to test you back
8. Mnemonics: can be used to learn anything really e.g. Richard of York gave battle in vain to remember the colours in the rainbow

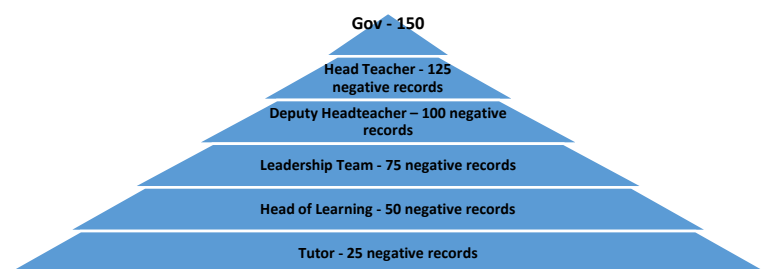
Use colour to highlight key points. You could use colours to mean different things or to group information.

REWARDS

POSITIVE SIMS

Students achieve positive SIMs in recognition for their good progress, positive attitudes, outstanding work, contributions to both lessons and our school community

Bronze Certificate	= 50
Silver Certificate	= 75
Gold Certificate	= 100
Platinum	= 150



ORANGE MEANS – I am partially confident that I understand – I'm not sure.
The traffic light card system is designed to gauge how well you understood a topic in your lesson, or as a way of voicing your opinion.

PARENTS' EVENING APPOINTMENTS

Date _____ (Day) _____ (Month) _____					
Time	Subject	Teacher	Time	Subject	Teacher
3.45			5.25		
3.50			5.30		
3.55			5.35		
4.00			5.40		
4.05			5.45		
4.10			5.50		
4.15			5.55		
4.20			6.00		
4.25			6.05		
4.30			6.10		
4.35			6.15		
4.40			6.20		
4.45			6.25		
4.50			6.30		
4.55			6.35		
5.00			6.40		
5.05			6.45		
5.10			6.50		
5.15			6.55		
5.20					

USEFUL CONTACTS

General Advice and Information		Financial
National Youth Agency www.mya.org.uk	TheMixUK.org www.themimub.or	www.gov.uk/student-finance www.gov.uk/browse/education
The Mix www.getconnected.org.uk	Youth Access www.youthaccess.org.uk	www.moneyandadvice.service.gov.uk/en/compare/young-people-and-money-toolkit-yphub
Health, Wellbeing and Support Groups		
Asthma Helpline www.asthma.org.uk	Mind www.mind.org.uk	www.moneysavingexpert.com/financial-education
Beat – eating disorders www.b-eat.co.uk	Missing People www.missingpeople.org.uk	www.mymoneysense.com
CALM www.thecalmzone.net	NHS Choices www.nhs.uk	www.turn2us.org.uk
Carers Trust www.carers.org	Rape & sexual abuse www.rapecrisis.org.uk	Employment www.allaboutcareers.com www.go.uk/topic/further-education-skills/apprenticeships www.indeed.co.uk www.notgoingtouni.co.uk www.prospects.ac.uk https://nationalcareersservice.direct.gov.uk
Childline www.childline.org.uk	Relate www.relate.org.uk	
Childnet International www.childnet.com/young-people	Samaritans www.samaritans.org	
Crime Stoppers www.crimstoppers-uk.org	Shelter www.shelter.org.uk	Volunteering Do It www.do-it.org
Drinkline www.patient.co.uk/support/Drinkline	The Hideout www.thehideout.org.uk	GVI www.gvi.co.uk
Frank drugs helpline www.talktofrank.com	TESS (for girls) www.selfinjurysupport.org.uk	ISV www.isvolunteers.org
Hope Again www.hopeagain.org.uk	Victim Support www.victimsupport.org.uk	NCVO www.ncvo.org.uk/ncvo-volunteering
Macmillan Cancer Support www.macmillan.org.uk	WGN (for girls) www.wgn.org.uk	Time Bank www.timebank.org.uk
	Young Minds www.youngminds.org.uk	Vinspired www.vinspired.com
		Volunteering Matters www.volunteermatters.org.uk
		Voluntary Service Overseas www.vsointernational.org
		Youth Involvement/Participation British Youth Council www.byc.org.uk
		Coram Voice www.coramvoice.org.uk
		Student Action for Refugees www.star-network.org.uk
		UK Young Ambassadors www.ukya.org.uk
		You think Blogs.worldbank.org/youthink
<p>GREEN MEANS – I am confident that I understand – I vote YES The traffic light card system is designed to gauge how well you understood a topic in your lesson, or as a way of voicing your opinion.</p>		

CAREERS EDUCATION AND GUIDANCE

At Chenderit School you will be involved in a range of activities to help you to consider the type of career direction you would like to take and also the possible routes you can take to get there.

This begins in Year 7 and continues through to Year 13, as you are constantly evolving and changing your ambitions and directions for life.

The key thing to consider is what are your hopes and dreams for the future and how are you going to achieve these.

[The Careers Library](#)

The Careers Library is situated in the main school library and is open at normal Library opening times. The Careers Library contains a wide range of resources from College and University Prospectus' to specific job/career information.

Within the Careers Library there is also a Connexions Resource Centre, which contains information about Connexions issues, such as health, housing, your rights and the law, leisure and free time, money, relationships and travel and transport.

Connexions

Connexions is a service available to all 13-19 year olds which aims to support them in planning and preparing for their future. They provide impartial information, advice and guidance on career related issues.

Our Connexions Choices Adviser is available to discuss any career issues with you. You can arrange to see the Connexions through your Learning Manager or Form Tutor.

Connexions can be contacted on info@4you2.org.uk

Information advice and Guidance – Your Future Your Career

Chenderit School helps young people to plan and develop opportunities for their futures.

Throughout a student's school career support with Impartial **Advice and Guidance** is available to students through various planned events, curriculum tasks and the schools tutorial programme. Students can investigate and research their own career choices.

National Careers Service: - <https://nationalcareersservice.direct.gov> .uk

HERE FOR YOU – Advice online, over the phone, face-to-face

Help to choose a career
Skills tests, course search, job search
advice
Personalised help from careers advisers

HELPING
YOU TO TAKE
THE NEXT STEP

**National Careers Service – Build
your Own CV**

<https://nationalcareersservice.direct.gov.uk/tools.cv/Pages/default.aspx>

UCAS

At the heart of connecting people to higher
Education

<https://www.ucas.com>

TRAINEESHIPS <https://www.gov.uk/find-traineeship>

A traineeship is a course with work experience that
Gets you ready for work or an apprenticeship.
It can last up to 6 months.

National Apprenticeship Service

[https://apprenticeshipvacancymatching
service.lsc.gov.uk](https://apprenticeshipvacancymatching.service.lsc.gov.uk)



CHENDERIT HOME-SCHOOL AGREEMENT

The school will:

- Challenge students to achieve at least their expected target and to aim for their aspirational target or beyond
- Provide regular feedback on students' progress and require students to respond to comments in books
- Have high expectations of students with regard to personal presentation and their behaviour and attitudes to learning
- Support students in developing good behaviour, self-control, resilience, self-esteem, respect and understanding
- Support students in becoming rounded individuals by offering a broad curriculum and a range of activities
- Guide students and parents/carers when making decisions about the next steps in education at each stage
- Encourage parental involvement in school life and provide support for students and families who are experiencing difficulties.

We expect all students to:

- Aim High by taking ownership of your learning, actively pursuing excellence in academic, social, extra-curricular activities and self-study and by completing all work on time and to a high standard
- Respond to your teachers comments using green pen to complete corrections and improvements, respond to questions and ask where you need more help
- Maintain high standards in your behaviour, attitudes to learning, personal presentation, uniform and being properly equipped; ask, "How can I help?"
- Actively develop your capacity for self-control and resilience, treat others with respect and understanding including when using ICT and social media
- Engage fully in the school's curriculum by having a high school attendance, being punctual to lessons and joining in extra-curricular opportunities
- Inform a member of staff if you have any concerns.

We expect parents/carers to:

- Provide time and space for your son/daughter to complete his/her homework fully, to the best of his/her ability, read and sign your child's planner weekly
- Regularly discuss what your son/daughter has learned at school with him/her and read through comments in your son/daughter's exercise book weekly. Add helpful comments if you wish
- Work with the school and your son/daughter to support the school policies and expectations of behaviour and not phone/text your son or daughter's mobile phone during the school day
- Ensure that your son/daughter attends school every day with the correct equipment and uniform unless he/she is too ill to do so
- Support your son/daughter in making decisions about the next steps in their education at each stage
- Attend parents' evenings and meetings and inform the school of any issues that may affect your son/daughter's learning.

I have read, understood and agree to follow the guidance given in this Planner.

Signed: _____ (Student) _____(Date)

_____ (Parent/Carer) _____(Date)

_____ (Tutor) _____(Date)

TIMETABLE

RED	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
BLUE	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					